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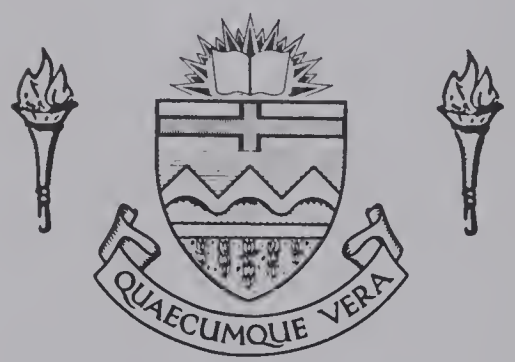

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THE UNIVERSITY OF ALBERTA

A COMPARATIVE ANALYSIS OF CANADIAN UNIVERSITY BUSINESS PROGRAMS

BY

JAMES E. LANIGAN

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled A Comparative Analysis of Canadian University Business Programs submitted by James E. Lanigan in partial fulfilment of the requirements for the degree of Master of Business Administration.

ABSTRACT

This study is a comparative analysis of Canadian university business education at both the undergraduate and graduate levels. The study is based on the findings and recommendations of the Gordon-Howell and Pierson Reports published in 1959. These two reports, sponsored by the Ford Foundation and Carnegie Corporation respectively, found American university business education to be characterized by curricula that promoted excessive specialization and narrow vocationalism, inadequate and poorly qualified faculties, and low-calibre students.

The focus of the study is primarily upon curriculum components and content, and the terminal degrees held by the faculty of each Canadian business school in the sample. The "sample" is comprised of 34 undergraduate schools and 18 graduate schools. The sources of data utilized were the 1970-1971 calendars and other relevant literature published by the universities comprising the sample.

This report consists of a short review of the Gordon-Howell and Pierson Reports, discussions of

curriculum components (liberal studies/professional studies at the undergraduate level; specified courses/ electives at the graduate level), tabular illustrations of curricula content, and discussions of faculty degree qualifications. In addition, the chapter pertaining to graduate business education contains a comparison of ten Canadian M.B.A. programs with ten selected American M.B.A. programs. Furthermore, discussions of the national origins of graduate faculty and the sources of doctoral degrees of applicable graduate faculty members are included in the appendices.

ACKNOWLEDGEMENT

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INTRODUCTION

The decade of the 1960's witnessed a radical change in the educational philosophies and curricula emphasis of American university business schools. This change came about largely through the recognition that the schools had a responsibility to develop men with the depth of human knowledge, reasoning ability, and character that business leadership, and society as a whole, requires. As a result, the change in attitude was marked by a shift away from programs that promoted narrow specialization, emphasized technique, and consisted primarily of how-to-do-it and "first job" utility courses. This trade school approach was succeeded by curricula consisting of intellectually demanding courses which were conceptual as opposed to descriptive in nature, and which stressed understanding and the development of general analytical skills.

These new approaches draw heavily on the behavioral sciences of psychology, sociology, and social-psychology as well as college level mathematics, economics, law, political science and the humanities. The schools also endeavour to integrate these basic disciplines into the pursuit of business studies and business problems. For example, courses in organization and management, which formerly consisted principally of the study of institutional structure and practice, now emphasize the behavioral implications and aspects of organization theory and decision-making. Underlying this new philosophy is an effort on the part of the

schools to build into their programs a study of the place occupied and role played by the business organization in society.

This shift in emphasis was due primarily to two major reports which were published in 1959. One report was co-authored by Robert A. Gordon and James E. Howell while the other was by Frank C. Pierson and others[1]. These two studies climaxed an extensive re-evaluation of university business education that had taken place during the 1950's. Both reports outlined what the authors considered to be a dismal state of affairs in business education in the United States. The general conclusions of both reports were that formal business education, especially at the undergraduate level, was of neither the quality nor the intellectual level required to adequately prepare the student for his lifetime business career. The business schools consisted, by and large, of low-caliber students, inadequate faculties, and curricula that were marked by excessive vocationalism and innumerable specialized courses that did not belong at the college level. The publication of the Gordon-Howell and Pierson Reports marked the beginning of a new era in university business education.

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[1]These two reports, sponsored by the Ford Foundation and Carnegie Corporation respectively, were: Gordon, Robert A., and Howell, James E. Higher Education for Business. New York: Columbia University Press, 1959 and Pierson, Frank C. et al. The Education of American Businessmen. New York: McGraw-Hill, 1959. They are often referred to simply as the Ford and Carnegie Reports or the Gordon and Pierson Reports.

Having noted the profound effect and influence of the Gordon-Howell and Pierson Reports on the direction followed by American business schools during the 1960's, the question immediately arises as to the present state of Canadian university business education. Through a static study, it is impossible to ascertain if Canadian business schools have undergone a similar change during the period. It is possible, however, to determine the present state of their curricula and faculty qualifications relative to given criteria. Such a study can indicate if the programs offered and faculty meet the norms specified by the two reports. Conversely, it can also indicate if the curricula and faculty are deserving of the most harsh of the Gordon-Howell and Pierson criticisms.

The basic hypothesis of this study is that the findings and recommendations of the Gordon-Howell and Pierson Reports provide an excellent standard with which to evaluate university business school programs. Furthermore, it is assumed that if the programs offered by Canadian business schools generally tend to emphasize breadth of training as opposed to industry or functional area specialization, it will have been due largely as a result of the findings and proposals of the two reports that form the basic criteria of this study.

The purpose of this study is to determine the present state of Canadian university business education

vis-à-vis the findings and recommendations contained in R.A. Gordon and J.E. Howell's Higher Education for Business and F.C. Pierson's The Education of American Businessmen. This objective will be achieved through a comparative evaluation of Canadian university business programs. These programs will be evaluated primarily by an examination of the academic "quality" of Canadian business school faculty and the cirricula content of various programs. Particular attention will be given to the balance between the liberal and professional education course components of these curricula, especially at the undergraduate level.

The presentation of this study's findings will consist initially of a review of the Gordon-Howell and Pierson Reports. Following this, the results of the researcher's examination of Canadian business school faculty academic credentials and curricula content will be reported for both the undergraduate and graduate programs that are presently offered in the country. In addition, a comparative analysis will be done of certain Canadian M.B.A. programs with selected American programs to subjectively determine their relative quality. The report will then conclude with a general summary of the project's findings and conclusions pertaining to the Canadian university business education scene. Several appendices containing relevant information of general interest will also be included.

CHAPTER 1

REVIEW OF THE GORDON-HOWELL AND PIERSON REPORTS

Basic to a comparative evaluation of Canadian university business programs vis-à-vis the findings and recommendations of the Gordon-Howell and Pierson Reports is a review of the two reports. Due to their extreme similarity and overlapping content, such a review will be greatly facilitated by discussing the two reports simultaneously[1]. Direct reference will be made to one or the other only as and when required by the discussion of findings unique to a specific report.

In the following review, the aspects that will be examined will be grouped according to the following main topics: (a) Underlying philosophy of the two reports; (b) Types of schools providing university level business education; (c) Curricula in schools of business; (d) Business school faculties and; (e) Summary of primary recommendations. Although the two reports will be reviewed in very general terms, the topics that will be included in this project's report will receive particular attention[2].

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[1]It should be noted that although the respective authors exchanged information during the course of their studies; their principal findings, conclusions, and recommendations were arrived at independently.

[2]An extremely detailed review of the two reports is impractical under the circumstances due to their combined length being in excess of 1200 pages.

(a) Underlying philosophy of the two reports

The purposes of the Gordon-Howell and Pierson Reports were to provide the basis for a reappraisal of the state of business education in the United States and to assess the different approaches to academic preparation for business careers. To a marked degree, the studies focussed on the questions of the importance of a liberal education for businessmen, the ways in which this liberal education could be best achieved, and the degrees of specialization that were appropriate within the business program. As stated in the Preface to the Pierson Report, "There surely is no one best way to prepare men for careers as business managers, but there may well be some poorer ways, and there may well be some common threads among the better ways."[3]

Pierson found that at the undergraduate level, while the ideal of a broadly unifying program of undergraduate studies as exemplified by the liberal arts tradition remained very much alive, the tradition had but little meaning for large numbers of business students. It was recognized that modern-day managers must be men of broad knowledge and sensitive perception with a well developed philosophy and set of ethical values. These individuals must possess the ungrudging willingness to accept the responsibilities inevitably associated with the possession

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[3]Frank C. Pierson, et al. The Education of American Businessmen (New York: McGraw-Hill, 1959), p. viii.

of power. Today's student will be tomorrow's businessman and he must be extremely flexible of mind and adaptable to change. Programs of higher business education (with some notable exceptions) were clearly providing neither appropriate nor adequate preparation for managerial careers. An underlying difficulty confronting business schools seeking to develop serious programs of academic study was that so much of actual business conduct was an art as opposed to a science[4]. This is especially true of the more responsible positions in industrial and other business organizations. It is, however, these very positions which seem to be most deserving of formal academic preparation. Job duties which are most worthy of academic attention frequently cannot be taught, while those that are teachable often do not deserve a place in a university business curriculum.

This leads to the questions of what purposes the business schools should serve and what objectives they should strive to achieve. Both topics received lengthy discussion in the two reports. For what range of skills and abilities should business schools endeavour to prepare students? Can requirements for specific jobs be taught and, if so, should business schools teach them? Should the relative emphasis be on a general education or on specific training for a business career? Should business education be of a general

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[4]This phenomenon has certainly not changed markedly during the past decade.

managerial oriented nature or should emphasis be placed on one or another of the special fields of business? Can the qualities of mind needed for successful and responsible careers in business be identified? Can they also be taught? Are business schools the appropriate institutions to teach them? What are the relative roles of experience and formal education in developing the knowledge, skills, and aptitudes required for successful business careers? What emphasis, if any, should be put on preparation for the first job? How should the teaching of underlying principles be combined with the development of the kinds of skills the practitioner will require? These and many other questions were what Gordon, Howell, and Pierson attempted to provide at least conditional or tentative answers for.

The conclusions reached in the reports were essentially that the business schools should focus their attention on developing the student's ability to apply the principles and methods of certain foundation subjects to a wide range of questions. That is, they should concentrate on the basic intellectual development of the student as opposed to teaching specific techniques applicable to given situations. The authors believed that such an approach would instill knowledge contributing to the student's analytical capacity and judgement; develop breadth and flexibility of mind contributing to skill in problem-solving and decision making; increase his ability to accept responsibility and make decisions under conditions of uncertainty; and develop

his ability to cope with dynamic technological, social, economic, and political environments that change with ever greater rapidity.

Pierson stated that the primary purpose of the universities should be to assist the individual student achieve the highest intellectual and personal development of which he is capable. Career needs are certainly an integral part of the individual's growth just as are his responsibilities as a citizen and his potentialities as a person. The authors believed that career preparation did not present a problem in the undergraduate or graduate curriculum of business schools providing that it was framed in broad terms, was closely related to the student's liberal studies, and contained considerable analytical content. Difficulties arise when university level education is offered for careers which do not require extended study or which entail knowledge of a highly detailed, technical nature. In the former case, the work tends to be on par with the high school level and, as an intellectual experience, adds little or nothing to the student's total development. In the latter case, the work may be quite intellectually demanding but nonetheless narrowing, and tending to deprive the student of important and meaningful learning experiences. Unless such forms of preparation are kept under close control, the student may be prevented from achieving his maximum potential.

Career preparation for business should have a

focus in which the student is encouraged to undertake the most broadening and demanding programs of which he is capable. Every effort should be made to ensure that superior students are given work worthy of their ability and every opportunity should be presented to encourage their exploration of new fields and new relationships between subjects. The educational experience in business should be one that introduces the student to approaches to and areas of knowledge which would otherwise be unknown to him.

Gordon and Howell believed that the basic issue for the business schools to resolve was how they could make the maximum contribution to the basic skills and attitudes that students would require for dealing with problems in the following areas:

(1) problem-solving - consisting of determining (and anticipating) the need for action; searching for alternate courses of action; evaluating the probable consequences of the alternatives; and making rational choices among the alternatives in view of complex organizational objectives.

(2) organization skill - the ability to devise administrative arrangements which contribute to effective decision-making; the ability to maintain and make use of these arrangements; and the ability to plan, coordinate, delegate, and serve as an administrator generally.

(3) skill in interpersonal relationships - the ability to exercise personal leadership and to work harmoniously with others.

(4) skill in communication - the ability to formulate ideas and transmit them orally or in writing; skill in receiving and interpreting nonquantitative information; and ability to generate, transmit, and interpret the flow of data required for making and implementing decisions.

The respective authors of the two reports believed that the requirement of a general or liberal education was of primary importance in the formal education of a businessman. It must provide the basis for development of an "educated" man including the liberal values, the perspectives, the analytical ability, and the moral values associated with a liberal education. A broad education with appropriate attention to the social sciences and humanities, to science and technology, and to the analytical tools of mathematics and statistics would be most appropriate. It would give the future businessman a background with which to cope with his nonmarket environment, provide a base upon which to build an understanding of organizational behavior, and provide an understanding of the functioning of economic markets and the problems to be met in economic management. A liberal education would also facilitate the development of the student's ability to make rational decisions, appraise personal and organizational goals, and to deal with other people.

By way of summary, a university education in

business should educate for the student's whole career and not primarily for his first job. It should view the practice of business in the sense of relating it to existing relevant systematic bodies of knowledge. It should emphasize the development of basic problem-solving and organizational skills and socially constructive attitudes as opposed to the memorization of facts or training in routine skills. Finally, it must recognize that future businessmen will require a high order of analytical ability, a sophisticated command of analytical tools, a high degree of organizational skill, a great capacity to deal with the external environment of business, and the ability to cope with the rapid change that will be so prevalent in the late twentieth century.

(b) Types of schools providing university level business education

Three primary types of university business schools were delimitated for examination in the Gordon-Howell and Pierson Reports. Some of them were separate college or faculty entities unto themselves headed by their own deans; whereas, in numerous other cases they were departments within larger colleges or faculties but were directed by a director or department head. The three types of schools were as follows:

(1) Exclusively graduate schools: A number of schools were organized to offer business courses only to students already possessing a bachelor's degree. Although a considerable difference existed between these schools, they

did have a number of things in common. With respect to overall quality (as best it can be measured), they were among the best of American business schools. Indeed, only a small number of the schools offering undergraduate work were rated as highly. These schools offered fairly broad training and did not require or indeed encourage undergraduate work in business administration to gain admittance. It was in these schools that the best faculty and students were concentrated, and from where the most significant research emanated. These schools generally were not a subject of criticism in the two reports.

(2) Integrated multipurpose schools: More than half of all American business schools offered both graduate and undergraduate instruction. These schools had a number of characteristics in common. They were generally large in size and engaged in a broad range of activities. Degree programs were offered at the bachelor's, master's, and often (about 25% of the time) at the doctoral level. In addition, such schools also provided extensive offerings to the public outside of their degree programs.

Internal diversity was a common characteristic of these schools in that they embodied a wide range in the abilities of students and in the quality of the faculty. They provided a variety of approaches and teaching methods in the courses offered. Finally, the differences in the interests of faculty members ranged from those who did nothing but teach to those who had extensive outside activities to those

who spent most of their time on library research.

Few of these schools approached business administration as broadly as did the exclusively graduate schools. The primary emphasis of most schools was still on the command of subject matter with business tending to be fragmented into special fields. As such, the school's programs ranged from an emphasis of a fairly broad, analytical approach to those which emphasized narrow, vocational type skills and description of prevailing practice. Some schools were in a more intermediate position in that while they emphasized a considerable degree of specialization, these fields were approached at respectable levels of analysis.

The majority of these schools, however, emphasized subject-matter specialization, ignored modern developments in the underlying disciplines, neglected a managerial emphasis, and failed to integrate the different facets of their curricula. Similarly, with a few exceptions, these schools offered a master's level program which was generally also very conventional. The equivalent of the undergraduate core was usually a prerequisite and there was seldom a core of required graduate courses. The programs generally tended to be oriented toward subject-matter specialization with emphasis seemingly being put on the training of staff specialists as opposed to line managers. Nevertheless, while some of these schools were little more than vocational schools, others did attempt to maintain reasonably high standards at both the undergraduate and graduate levels.

These schools varied widely in the quality of their faculty and student bodies. Some expected their faculty to have doctorates, to publish, and to also maintain contacts with the business community. In others, faculties were less well trained and did little to keep up with current business practice and literature. A similar variation was found with respect to their students. A few schools were fairly selective in admitting both undergraduate and graduate students while others admitted virtually all applicants (particularly in undergraduate programs). Nevertheless, some schools attempted to maintain high academic standards in spite of a non-selective admissions policy with consequent high attrition rates. Many others, however, made no attempt to maintain high performance standards.

(3) Exclusively undergraduate schools: The schools with undergraduate business programs only were generally of very low quality with respect to both faculty and students. Several approached their teaching in a broad manner but with little depth of analysis. A large number were exemplified by specialized and narrow vocationally oriented courses. Teaching tended generally to be descriptive with a heavy reliance on textbooks. The schools were not at all dynamic in any of their approaches and tended to be followers rather than leaders. They were almost wholly dependent upon the integrated multipurpose schools for all innovation. Although these schools were poorly rated in the reports, the authors admitted that they were probably no worse than the

poorest of the integrated multipurpose schools.

(c) Curricula in schools of business

(1) General findings: The authors of the two reports found that different course offerings in American business schools numbered in the many hundreds. Some were taught in a spirit of scientific inquiry; others were approached in terms of their first-job value only. Some were closely adapted to basic background subjects; others stood completely alone. Some required intellectually demanding, independent work of the student; others presented little difficulty even to the less academically talented. These simple, undemanding classes were being taught primarily at the undergraduate level - just the level at which the student should have been exposed to a educational experience that would develop his ability to serve him throughout his life.

As previously discussed, business programs in many schools were marked by extremely specialized work which featured relatively straight-forward material[5]. The student

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[5]Several extreme examples of such courses that were narrow, specialized and containing little real substance were cited by the respective authors. Gordon and Howell mentioned Window Display Advertising, Advertising Copy and Mechanics, Closing Real Estate Transactions, Freight Claims Procedures, and Office Appliances among others being standard offerings in many undergraduate business schools. Pierson illustrated the point with examples such as Hotel Front-Office Procedures ("physical layouts of the hotel front office, procedures used in registering guests, keeping records and accounts") and in a major in Baking Science and Management (Principles of Baking: bread and rolls; Principles of Baking: cakes and variety products; Practical Shop Operation: bread and roll production; Practical Shop Operation: cake and sweet baked products).

was often already quite familiar with this material and, as a result, it required little in the way of independent analysis or creative thought. Although the authors realized that some work of a factual, technical nature was required, it was not considered to be wholly appropriate as a means of preparation for the wide variety of actual situations that the student would encounter in the course of his work. The authors believed, rather, that if academic preparation was to prove valuable in career terms, it would depend solely on whether it had continuing relevance for the actual problem situations to be met. Highly technical preparation could be an extremely demanding intellectual experience which would add immeasurably to a student's analytical capability. However, it could also be repetitive, obvious, and stultifying. The courses being offered in the majority of American business schools, unfortunately, were included in the latter category.

This finding had some extremely important implications for improving business education. Business activities range from the most simple of duties to the most complex. For this reason, it would be utterly impossible to educate each student for specific situations that would exist in his working life. Nevertheless, some guidelines could be set forth which could define the general direction that business education should take for maximum effectiveness in student preparation. First, concentration would be required on the provision of appropriate and adequate mental capability for the student to deal with complex and demanding problems at

levels of increasing difficulty. It would also be necessary to focus the student's work on a central core of subject matter which would unify his studies in various basic fields to the greatest possible extent. Next, the student would have to be assisted in building up a broad background of knowledge and given every opportunity to utilize such knowledge in his area of special interest. Finally, the student would be required to develop the uses of his formal education very much on his own. In business education, as in any other scholarly field, the first obligation of a university should be to put its work on an intellectually challenging basis. Where this primary objective is not attained, the institution loses its reason for being.

(2) The undergraduate liberal education curriculum: The authors believed that there were concrete steps that the business schools could follow in order to achieve the foregoing objectives. Through an examination of contemporary business practice and a study of employer requirements, a number of conclusions were drawn. First, it was found that an important element in most business careers was the capacity to use basic communications skills (written, oral, and numerical) in the solution of business problems. Second, it was believed that the ability to use humanistic methods in approaching business issues, especially in the development of sensitivity to human aspirations and an awareness of the value elements in business situations, was of extreme importance. The third requirement consisted of sufficient

familiarity with the work of mathematicians and scientists to understand how some of their methodology could be applied to solve business problems. Still another desireable element was the ability to comprehend the relevance of the various social sciences to business problems and to use the knowledge of the basic disciplines as required in specific business situations. Finally, the authors believed that there was the need to master the basic principles of at least one broad area in business conduct (e.g. accounting, finance, marketing, industrial relations) and to gain an appreciation of the contributions which a given specialty could make to managerial policy making.

For the preceding reasons, all of the authors recommended that the primary emphasis at the undergraduate level should be on a broad general education with due attention to the preprofessional aspects of business studies. The emphasis should be on the development of a foundation on which the student can continue to build in a world of change. As a result, both reports recommended that at least one half of a four-year undergraduate program be devoted to a liberal education. Indeed, the authors believed that considerably more than 50 percent of the undergraduate curriculum being devoted to liberal studies would be most desireable.

To achieve the general objectives cited above, both the Gordon-Howell and Pierson Reports laid forth some specific recommendations pertaining to undergraduate curricula.

Tables outlining these recommendations are included as Appendix A of this report. Very generally, Gordon and Howell recommended that the liberal education component of the curriculum should consist of from 60 to 75 semester hours with the professional studies component making up the remaining 36 to 45 semester hours for a total four-year program of 120 semester hours. Similarly, the Pierson recommendations consisted of a liberal education component of from 60 to 66 semester hours with another 54 to 63 hours being devoted to business and economics studies for a total program of about 120 semester hours[6]. The liberal education components consisted primarily of increased emphasis on English composition and literature followed by additional work in the humanities other than English. Furthermore, an equally heavy emphasis was to be placed on college level mathematics and the natural sciences (depending upon the degree of secondary school preparation). The remainder of the liberal education component was then to consist of introductory work in the social sciences of economics, psychology, sociology, political science, and history.

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[6]In the Gordon-Howell Report, courses in introductory economic principles and economic history were included as being liberal arts courses unlike in the Pierson Report which classified all economics courses as being included in professional studies.

(3) The undergraduate professional education curriculum: The liberal education component, which comprised the bulk of both reports' recommended undergraduate curriculum, was to be complemented by a number of basic business studies. This aspect of the curriculum was to consist primarily of a large core of required classes which would provide an introduction to the main aspects of the structure and functioning of business organizations. In this respect, the program was to consist of the control tools of managerial accounting and statistics; advanced economics including studies in internal economic management (micro-economics) and the external economic environment of the firm (macro-economics); courses in organizational behavior and administrative theory; and a series of courses in the functional areas of marketing, finance, production, and industrial relations. These areas would then be followed by studies in the legal, political and social environments of business with a climax being reached in an integrative class in business policy.

The business policy class would present the student with an opportunity to integrate what he had learned in the individual business fields and to utilize his knowledge in the analysis of complex business problems. In this course, consideration could be made of business problems which are not pre-labelled as problems of any given functional area. Emphasis could then be placed on the identification, analysis, and solution of problems in a situation simulating actual business practice. The opportunity would be presented to

solve problems by drawing on a range of business subjects. In addition, consideration could be given to the external, nonmarket implications of problems simultaneously with the making of the internal decisions. As a result, the student would be forced to exercise qualities of judgement and mind that were not explicitly required previously in his program. The course would serve as a program "capstone" in that it would concentrate on integrating the student's acquired knowledge and on further developing his skill in applying that knowledge.

(4) The graduate business study curriculum:

Gordon and Howell found it to be common practice among American universities to offer certain courses for both graduate and undergraduate students. Moreover, where this was true, a good portion of the graduate work was generally contained in such courses. An attempt was often made to upgrade them to the graduate level through requiring extra work of those students wishing graduate credit. Such a measure was not considered to be a suitable substitute for courses available exclusively to graduate students. In addition, in the great majority of schools, master's candidates who lacked some of the undergraduate prerequisites were simply put into undergraduate classes. Some schools, however, met this problem through the creation of special graduate sections in which the graduate students could secure the required background but cover more material at a higher analytical level than in purely undergraduate classes. Creating graduate

sections for undergraduate prerequisites, however, merely represented an attempt to fulfill new needs through the modification of an old program rather than the development of a new one suited to the purpose.

Gordon and Howell believed that a better way was to have a core of required courses extending over a two-year period. Such a program would be designed to meet the needs primarily of students whose undergraduate work had not been in business administration. Students who had majored in business would be special cases who could be exempted from a portion of the program because of some previously completed undergraduate courses. Pierson was in agreement with a similar proposal as he also believed that students who had the requisite courses in business and economics could normally start with the second year's work in graduate studies and complete the program within a year's time.

The authors suggested a number of principles to serve as guidelines in the design of graduate business curricula. They believed that at least minimum competence in a specialty was a proper objective of graduate work providing that the student possessed a broad undergraduate preparation. Furthermore, with management in contemporary society being a complex process with many disciplines contributing to it, it is imperative that students possess an understanding of the relationships between relevant areas of underlying disciplines. Finally, graduate business education, even more than its undergraduate counterpart,

should assist the student in applying his specialized and general knowledge to significant issues of business policy. The authors agreed that work at the graduate level should emphasize a managerial viewpoint to a greater degree than in undergraduate studies. It was suggested that both core and advanced courses in the functional areas should stress the role of the manager in coordinating internal operations and in adapting to changes in the external environment.

Both reports recommended that graduate programs contain a core which would include the functional areas of production, finance, marketing, and industrial relations. This was to be complemented by heavy emphasis upon the administrative implications of managerial and aggregative economics. As in their recommendations for undergraduate curricula, the authors again stressed the attention that was required on studies in organizational theory and administrative action. In addition, courses in business, government, and society were to be included and again followed by a capstone course in business policy. As with the undergraduate programs, tables outlining the authors' recommendations for graduate curricula content are included in Appendix A of this report. It should be noted that the authors did not intend that the contents of these tables be contrued as being specific recommendations for curricula design at either level. The suggestions were intended to serve only as guidelines to the general directions that they believed business education programs should follow in the future.

(d) Business school faculties

Pierson stated that the most precious resource which any business school could possess was a highly qualified and highly motivated faculty. Indeed, he believed that the quality of a school's program and of its faculty were largely one and the same thing. Therefore, the building of a strong faculty should be the primary concern of every dynamic business school. To achieve the objectives set forth in the reports' proposals, the authors agreed that faculty members should presumably possess doctoral level degrees. Although they admitted that a doctor's degree carried no guarantee of effective academic performance, it was generally associated with the standards of scholarship that the business schools should strive to attain. Therefore, a high proportion of doctorates among the faculties was an important step in the improvement of American business education.

At the time of their research, Gordon and Howell found that about 40 percent of full-time faculty members in business schools held earned doctor's degrees. This was expected, however, to fall to perhaps only 20 percent by 1970 due to the greatly increased rate of enrollment that was anticipated. Pierson substantiated this finding in very general terms. The authors believed that there were numerous reasons for insisting that some minimum fraction of business school faculties hold doctorate degrees. This was of particular importance if a school wished to foster research or

offer graduate instruction.

Gordon and Howell cited several elements as being essential to comprise a good faculty. Each member should have a thorough and up-to-date command of his field which should be viewed as an intellectual discipline as well as a set of basic skills. A member should not only be a reasonably good teacher, but he should assist the school in being progressive in its educational development. The faculty as a whole should generate a substantial amount of significant research that attempts to explore new frontiers of relevant knowledge and keep current with other relevant research in their respective fields. This should make important contributions not only to the improvement of business programs but business practice as well. Pierson added that a good business school faculty should also possess the qualities of personal and professional integrity, a genuine interest in students, a sense of community responsibility, intellectual imagination, and the ability to communicate their ideas effectively. Significant improvement in the quality of faculties, Gordon and Howell suggested, was perhaps the most critical need facing university level business education.

To compensate for the pending shortage of Ph.D.s in business and economics to fill faculty positions in business schools, they suggested that two conditions were necessary to induce scholars from other fields to come to the business schools. First, the intellectual atmosphere

of the business schools required improvement through a broadening and deepening of the teaching as well as greater emphasis on research. Second, greater incentives had to be provided to graduate students in other fields (especially the social sciences) to interest them in business problems. In addition, the authors believed that existing faculty effectiveness could be increased through the use of teaching assistants, more clerical and grading help, greater use of non-teaching personnel for administrative and counselling duties, and teaching fewer and better students. Greater effectiveness would also be achieved through better curriculum planning. Faculty resources could be substantially increased in many instances by a significant reduction in the number of fields of specialization, the number of courses offered, and the frequency of course offerings. The area of faculty effectiveness was certainly one which provided an opportunity for individual schools to use their resourcefulness and imagination in a manner best suited to their particular needs.

(e) Summary of primary recommendations[7]

With only minor differences of emphasis, the Gordon-Howell and Pierson Reports concluded that:

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[7]Of the nine recommendations included in this summary, only Recommendations 4 and 5 proved to be suitable for purposes of this research project. The remaining recommendations have been included because of the complementary nature of their content to the preceding summary.

(1) Academic standards in business schools must be raised: Business programs must be of acceptable university level quality. Indeed, the authors believed that standards in business education should be higher than for the university population in general. Performance requirements, at the very least, should certainly never be below those of their liberal arts counterparts. Although it was recognized that the implementation of this recommendation would result in increased attrition rates in business programs, the policy was considered to be the best way to attract high-calibre students, discourage poorer students, and encourage well qualified faculty.

(2) Admission requirements to the business schools should be increased and at least minimum student screening procedures implemented: The minimum entrance requirement to the undergraduate business schools must be more stringent than simply recognized graduation from the state secondary educational system. Such a policy was necessary if an end was to be put to the all too common situation in which the business schools were regarded as the dumping grounds for poor students or for the rejects from the liberal arts and sciences. Students who are not capable of university level work should seek lower echelon post-secondary education or on-job training as a more reasonable alternative. Minimum screening procedures become even more critical at the graduate level if the admission of high-calibre students is to be ensured.

(3) University business curricula must be streamlined to reduce excessive vocationalism and overspecialization: Courses in secretarial duties such as typing, shorthand, elementary bookkeeping, and other routine office procedures do not have a legitimate place in a four-year college program. Neither do narrow vocational courses such as salesmanship, advertising campaigns, or hotel front-desk management. Instruction in such basic business skills and vocational subjects should be relegated to two-year junior or community colleges, proprietary business colleges, night schools, special institutes, and/or on-job training.

(4) At least 50 percent of undergraduate business curricula should consist of liberal arts courses: A university education should serve the lifetime interests and requirements of students. If career preparation is to be a desireable and accepted objective of university business programs, students should be prepared for their whole career and not just for the first job. The long-range career qualities most required by business are analytical ability and good judgement; a broad mind and dynamic imagination; the ability to communicate with others; and an understanding of man and his social, economic, and political environments. A university education will obviously not give a man all of these desireable abilities and characteristics, but it can assist him to learn how they can be acquired over the years. This should be the objective of the liberal education which every businessman should possess. Business studies can also

serve the ends of a liberal education providing that they are analytical in content, and designed to develop the student's ability to reason clearly and to think independently.

This is the first recommendation which will be carefully examined with respect to Canadian business education due to its possibilities for research operationalization. If the curriculum requirements for a given undergraduate business program can be determined, the individual courses can be classified according to either the Gordon-Howell or Pierson curricula frameworks. Their relative percentages of liberal studies and professional studies can then be easily determined to test their adherence to the recommendations. This can be a determination of the balance between the liberal arts course requirements and the business and economics courses combined as suggested in the reports, or the business and economics courses can be classified separately. The writer believes that a more meaningful analysis can be achieved through separate examinations of the liberal arts, business, and economics course components of a given curriculum. Having once derived the required curriculum component percentages within a common framework of classes, this can similarly be done for other business programs for comparative purposes. In this manner, it is possible to determine to what extent a given Canadian business program follows the Gordon-Howell and Pierson curricula recommendations and how one program (or group of programs) compares to any other program (or group of

programs) offered by the business schools that comprise the sample.

(5) Faculty standards must be raised if improvement in the quality of business school faculties is to be achieved: Gordon and Howell believed that significant improvement in the quality of business school faculty was not likely to come solely from a pre-occupation with terminal degree requirements. Universal possession of the doctorate by itself certainly would not bring about a sound curriculum and imaginative teaching, nor would it alone generate the fundamental research or the high standards of accomplishment that are required. Nevertheless, the authors of both reports believed that there were many reasons for insisting that some minimum fraction of a business school faculty possess the doctorate, particularly if the school wished to encourage research or offer graduate instruction. Furthermore, it was believed that the remainder of the faculty should have at least a master's degree in business administration or a related underlying discipline.

Despite the fact that the reports did not provide any specific guidelines with respect to the percentage of the business school faculty that should possess the doctorate as opposed to a master's degree (or any other terminal degree such as LL.B. or C.A.), this is the second recommendation that will be examined with respect to Canadian business education. As with the previous recommendation, faculty academic qualifications lend themselves to simple research operationalization.

Upon determining what degrees are possessed by the faculty of a given business school, the relative percentages of the various degrees can be readily calculated for analysis. Such a procedure will also enable the faculty qualifications of a given business school to be compared with the academic qualifications of faculty at any other school within the chosen sample that is similarly classified.

(6) Undergraduate education for business should place greater emphasis on foundation courses: The authors of the two reports intended that their respective curricula recommendations be neither construed as being the one best way nor that they be rigidly adhered to in curriculum design and development. Nevertheless, through the similarity of the recommendations, it can be inferred that consideration of their basic content should prove to be valuable. Apart from differences in their time allocations, the reports both recommended a stronger program in the humanities, college level mathematics, statistics, economics, and the other social sciences. These subjects were then to be complemented by a streamlined program in the functional business subjects, several broad courses in organizational theory and administrative behavior, and completed by studies in business policy and principles.

(7) Graduate business programs leading to the master's degree should be two-year programs whose orientation is professional as opposed to academic: Within the master's program there should be wide scope for experiment

and for differences of emphasis. Both reports suggested that graduate programs should be comprised of three main areas: (1) the contributions of quantitative methods, economics, the behavioral sciences, and law to the principal business functions, management, and policy-making; (2) one area of management for special study; and (3) free electives inside or outside the business school.

Pierson proposed a single M.B.A. curriculum, not as a master plan, but as a guide for experimentation and a basis for program planning and development. Gordon and Howell proposed two types of M.B.A. programs. The first was intended for students who had not majored in business administration as undergraduates and the second for those who had. It should be noted, however, that they favoured strongly a two-year program even for students who had undergraduate majors in business administration. The rationale behind this proposal was simply the high probability of there being gaping deficiencies in their liberal arts background as a result of having pursued an undergraduate program of business studies. Upon being exempted from some of the business courses in the program, such students would be required to take a corresponding number of nonbusiness courses to make up the required number of hours.

(8) <u>The quality of business research must be greatly improved</u>: It is imperative that research in the business schools lead and advance business thought and practice. Progress in research will tend to upgrade the

whole of business education and possibly solicit and/or encourage more active corporate support of business research. If graduate schools are to undertake research, they must first ensure that they can secure the necessary money and other resources required. Faculty members capable of doing significant research should be encouraged and assisted in doing so. To achieve an integration with other relevant disciplines, researchers may have to be drawn from other academic disciplines. Such an endeavour promises to be exciting, challenging, and rewarding to schools capable of its execution.

(9) The focus of business studies should be upon managerial decision-making with emphasis upon the application of scientific knowledge to business problems. This approach should provide the required organizing concept for business education and research: The authors believed that a decision-making approach was the most promising development in the field of business education. Nevertheless, they realized that during the late 1950's the concept was still in an early phase of its development. In its development, the applications of the behavioral sciences and quantitative methods would have to be stressed more than in the past. Advanced business education will increasingly be built around an analytical core which encompasses much more than just conventional economic theory. Indeed, the main theme of business education may well become the scientific study of managerial decision-making whether or not a separate

field of administration/organization is in fact recognized. This was something that could only be shown by future developments.

CHAPTER 2

METHOD

The method employed in the research for this project was both simple and straightforward. It has proven to be efficient in that the required data was obtained satisfactorily, quickly, and at a minimum of cost. Early in the study, it was decided that the primary source of data would be through an examination of the annual calendars issued by the Canadian universities that offer business programs. To this end, a letter was dispatched to all member schools of the Association of Canadian Schools of Business[1] requesting a copy of their 1970-1971 calendar and any other literature that might be relevant to a study of Canadian university business programs. Where the returns from this effort were in any way deficient, the university calendar files of the Reference Room of the University of Alberta's Cameron Library proved to be a valuable supplement. This endeavour resulted in a satisfactory and viable sample of 34 undergraduate and 18 graduate business programs[2].

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[1]Thirty-nine Canadian universities form the total Association membership of forty schools. The University of Toronto holds a double membership due to the departmental structure of its undergraduate Commerce program and graduate Business Administration program.

[2]The Association members not included in the study were the University of Guelph, the University of Lethbridge, the Universite du Quebec à Trois-Rivieres, and Trent University which did not offer business programs during the 1970-1971 academic year. In addition, Mount Saint Vincent University was not included in the sample due to the nature of its program. The latter program, which is inconsistant with the criteria of this study, is discussed in Appendix C.

Business schools included in the sample were only those offering "professional" programs in commerce and business administration as indicated by the degree ultimately conferred. For this reason, three-year arts and science programs with a major in business were not included[3]. The sample programs were generally characterized (except in two instances) by their being the equivalent of honours programs. That is to say, they normally require four years from the time of their beginning to their completion.

Having obtained the required sources of data, it was then necessary to classify the relevant data into a standard format or framework which would facilitate its interpretation and analysis in a consistent manner. The first data to be so classified were the curricula requirements in the 34 schools that comprise the sample of undergraduate business schools. This data is presented in tabular form in Chapter 3. The courses have been classified into two broad categories, Liberal Studies and Professional Studies. The Professional Studies component of this categorization has been further sub-divided into business courses and economics courses. All courses have been categorized in the Gordon and

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[3]Such programs are offered, for example, by McMaster University, Mount Saint Vincent University, and the University of Ottawa.

Howell framework[4] and the courses are weighted according to the number of credit hours that are required in the program. The total number of hours required in liberal studies, business classes, economics classes, business and economics classes combined, and additional approved electives are expressed in both credit hours and as a percentage of the total program requirement. Following this, the course requirements for the 18 graduate programs in business were similarly classified with, of course, appropriate and required modifications. They are similarly presented in Chapter 4.

The next task of data classification to be undertaken was that of the academic credentials of Canadian business school faculties through an examination of the terminal or highest degrees that their members possessed. The results of this examination of calendar faculty listings are also presented in tabular form in Chapters 3 and 4. Included in this categorization are the total number of faculty members, and the number of members possessing doctoral, master's, and law degrees respectively. This has been followed by the number of faculty mambers possessing

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[4]It will be recalled from Chapter 1 that Gordon and Howell categorized courses in introductory economic principles and economic history as being liberal arts studies, unlike Pierson who classified them as being included as business and economics studies.

a professional accounting designation and the number of members possessing only a baccalaureate degree. Each of these classifications has been further sub-divided to indicate the number of full-time and part-time members. For the two levels of instruction, the degrees held and the respective faculty compositions are expressed both in the form of the actual numbers and as percentages of the total for each individual school and for all of the schools included in the sample.

To avoid an element of double-counting, each faculty member has been counted only once and is classified according to his highest degree that is most appropriate or most directly applicable to the teaching of business administration. For example, a member possessing both a M.B.A. degree and a professional accounting designation would have only his M.B.A. degree considered. Similarly, an individual possessing a baccalaureate degree in Commerce and a professional accounting designation would have only his professional designation included in the faculty count.

In compiling the number of faculty members in a given school, all individuals on the academic staff as listed in the calendar have been included in the count. This compilation has included staff away on leave as well as professors currently enjoying only visiting status. Although this technique results in an overstatement of the number of faculty in any school where applicable, the quality of the program is reflected through the consideration of the

academic backgrounds of the regular and visiting faculty members who have contributed, and are contributing, to it. This procedure has been followed through from the smallest faculties (where professors on leave may not be compensated for by visiting replacements) to the largest faculties (which may have several absentees and several visitors) to foster consistency.

The final aspect of Canadian business education to receive attention with respect to the basic criteria of this study is a comparison of certain Canadian M.B.A. Programs with selected American M.B.A. Programs. The comparison is made on the basis of geographical region and, to a lesser extent, the relative size of the respective schools. The analysis takes a form very similar to that previously outlined for Canadian programs. Curricula requirements and faculty credentials are examined and compared for the respective Canadian and American schools falling within the individual geographical areas. As a result, a subjective evaluation of the quality of Canadian graduate programs with respect to their American counterparts is obtained.

Some limitations of the study are recognized by the researcher. First, it is a static study, observing the situation at each university at one particular point in time. As such, it is not indicative of any trends that may be present within any given business school. Second, it has been necessary to make the assumption that the data contained in the calendars are correct. However, these calendars may

not have been prepared at the same time, and may have been prepared several months before the 1970-71 academic year. Nevertheless, it is the researcher's belief that these data deficiencies will not materially affect the study's findings on the present state of Canadian university business education[5].

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[5]The data required for this study could also have been obtained through an appropriate questionnaire. However, that method would have been more time-consuming, the data received might not have been completely suitable, and the cost would have been much greater.

CHAPTER 3

CANADIAN UNDERGRADUATE BUSINESS EDUCATION

Undergraduate programs in business administration are offered by 34 universities in Canada. With only two exceptions, all of these programs are of four years duration[1]. The programs' completion requirements range from 120 credit-hours to 144 credit-hours for an average requirement of about 128 credit-hours.

As in the Gordon-Howell and Pierson Reports, the Canadian undergraduate schools were of several types. Twenty-one schools possessed faculty status; whereas, thirteen were organized as separate departments within larger faculties[2]. Seventeen of these schools also offered instruction at the graduate level.

In the examination of the programs offered by these business schools, a common format will be utilized. For the purposes of analysis, the liberal studies component, and the business and economics course categories of the professional

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[1]L'Ecole des Hautes Etudes Commerciales in Montreal offers a three-year program with the two-year Quebec Collegial Program being a required prerequisite. Dalhousie University presently offers only a three-year program but plans to implement a four-year program in the near future.

[2]For a listing of Canadian business schools by type of organization, see Appendix B of this report.

studies component will each be examined individually. Each of these curriculum components will be reviewed in general terms and then classified by geographical region for closer scrutiny. This will take the form of an examination of (1) the Western Canadian schools[3], (2) the Ontario schools[4], (3) the French-speaking schools[5], (4) the English-speaking schools of Quebec[6], and (5) the Eastern Canadian schools[7]. The curricula will not be analysed on the basis of the type of school organization. The analysis will be concerned only with curricula content and general adherence to the recommendations that form the basic criteria of this portion of the

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[3]The University of Alberta, the University of British Columbia, the University of Calgary, the University of Manitoba, the University of Saskatchewan (Regina), the University of Saskatchewan (Saskatoon), and Simon Fraser University comprise this group.

[4]Carleton University, Lakehead University, Laurentian University, McMaster University, the University of Ottawa, Queen's University, the University of Toronto, Waterloo Lutheran University, the University of Western Ontario, the University of Windsor, and York University comprise this group.

[5]L'Ecole des Hautes Etudes Commerciales, Laval University, the Universite of Moncton, and the Universite de Sherbrooke comprise this group.

[6]Bishop's University, Loyola College, McGill University, and Sir George Williams University comprise this group.

[7]Acadia University, Dalhousie University, Memorial University of Newfoundland, Mount Allison University, the University of New Brunswick, the University of Prince Edward Island, Saint Francis Xavier University, and Saint Mary's University comprise this group.

study. In expressing curriculum requirements, the term "credit-hours" will generally be referred to simply as "hours" with the corresponding percentage of the total curriculum following in parentheses. For example, the phrase "6 credit-hours (5 percent of the total curriculum)" will be contracted to "6 hours (5 percent)".

In the following report, one aspect of many curricula that will not be discussed is that of additional approved electives. These consist of options that may be taken at the student's discretion in either liberal or professional studies. It must be recognized that where the liberal or professional studies appear to be lacking in their total requirement or deficient in their specified content, such deficiencies can be compensated for through an optimum allocation of these general electives. Where applicable, a school's general electives allowance is shown in the accompanying tables following the statement of its total professional studies requirement.

Following the discussion of undergraduate curricula, the chapter will continue with an examination of the terminal degrees of the various schools' faculties. Initially, they will be examined in very general terms and then divided into the above listed geographical categories for closer scrutiny.

Examination of the Curricula

(a) Liberal studies component

Even the most cursory glance at the data contained in Table 3-1 indicates that the Gordon-Howell and Pierson

TABLE 3-1

CURRICULA REQUIREMENTS IN TERMS OF CREDIT HOURS FOR 34 UNDERGRADUATE BUSINESS SCHOOLS
(Percentages in parentheses)

	Acadia University	University of Alberta	Bishop's University	University of British Columbia	University of Calgary
Liberal Studies					
Humanities: English	12[a]	6	6	-	6
Other	6	-	6	-	-
Social Sciences: Psychology	-	6	-	-	3
Sociology	-	-	-	-	3
Political Science	-	-	-	-	-
Choice of the above	-	-	18	-	-
Introductory Economics	6	6	6	6	6
Economic History	-	-	-	-	-
Mathematics: Algebra/Trigonometry	6	3	-	6	3
Introductory Calculus	-	3	-	-	3
Electives: Liberal	12	12	-	-	9
Hours Required: Liberal Studies	42(35)	36(30)	36(27)	12(8)	33(26)

TABLE 3-1 - Continued

	Acadia University	University of Alberta	Bishop's University	University of British Columbia	University of Calgary
Professional Studies					
Business: Introductory Accounting	6	3	6	3	6
Managerial/Cost Accounting	6	3	6	6	9
Finance	6	3	6	4	6
Marketing	6	3	6	4	6
Business Law	6	3	6	6	3
Introduction to Computers	-	3	6	-	3
Operations Research	-	6	6	-	6
Production	-	-	-	-	3
Statistics and Statistical Analysis	6	6	6	6	6
Organizational Behavior	-	6	6	4	6
Industrial Relations	-	3	-	3	-
Introduction to Business	6	6	6	3	-
Environment of Business	-	3	-	3	-
Business Policy	-	6	6	6	6
Research Methodology	-	-	-	6	-
Electives	12	18[b]	6	6	15
Hours Required: Business Classes	54(45)	72(60)	72(55)	60(43)	75(60)

TABLE 3-1 - Continued

	Acadia University	University of Alberta	Bishop's University	University of British Columbia	University of Calgary
Economics: Micro Economics	-	3	-	3	3
Macro Economics	-	3	-	3	3
Public Finance	-	-	-	-	-
Money and Banking	6	-	-	6	-
Industrial Organization	-	-	-	-	-
Electives	-	-	-	27	-
Hours Required: Economics Classes	6(5)	6(5)	-	39(29)	6(4)
Hours Required: Business and Economics	60(50)	78(65)	72(55)	99(72)	81(64)
Hours Required: Additional Approved Electives	18(15)	6(5)	24(18)	27(20)	12(10)
Total Credit Hours Required	120	120	132	138[c]	126

TABLE 3-1 - Continued

	Carleton University	Dalhousie University	Ecole des Hautes Etudes Commerciales	Laval University	Lakehead University
Liberal Studies					
Humanities: English	-	-	-	-	6
Other	-	-	-	-	-
Social Sciences: Psychology	-	-	-	6	6
Sociology	-	-	4	-	-
Political Science	-	-	-	-	-
Choice of the above	-	-	-	-	-
Introductory Economics	6	6	-	-	6
Economic History	6	-	-	6	-
Mathematics: Algebra/Trigonometry	3	6	2	6	-
Introductory Calculus	3	-	-	6	-
Electives: Liberal	-	12	-	3	24
Hours Required: Liberal Studies	18(15)	24(27)	6(5)	27(21)	42(31)

TABLE 3-1 - Continued

Professional Studies	Carleton University	Dalhousie University	Ecole des Hautes Etudes Commerciales	Laval University	Lakehead University
Business: Introductory Accounting	6	6	8	6	6
Managerial/Cost Accounting	6	-	-	6	6
Finance	3	3	4	6	6
Marketing	3	3	4	3	6
Business Law	6	3	-	6	-
Introduction to Computers	6	3	2	-	6
Operations Research	-	-	6	6	6
Production	3	3	4	3	3
Statistics and Statistical Analysis	6	6	4	6	6
Organizational Behavior	-	6	6	6	6
Industrial Relations	-	-	4	3	-
Introduction to Business	-	-	4	6	6
Environment of Busines	-	6	-	3	3
Business Policy	-	-	-	3	6
Research Methodology	-	-	-	-	-
Electives	-	12	44	24	9
Hours Required: Business Classes	39(32)	51(57)	90(88)	87(69)	75(56)

TABLE 3-1 - Continued

	Carleton University	Dalhousie University	Ecole des Hautes Etudes Commerciales	Laval University	Lakehead University
Economics: Micro Economics	6	3	4	3	-
Macro Economics	6	-	4	3	-
Public Finance	-	-	-	3	-
Money and Banking	3	-	-	-	-
Industrial Organization	6	-	-	3	-
Electives	3	-	-	-	6
Hours Required: Economics Classes	24(21)	3(3)	8(7)	12(10)	6(4)
Hours Required: Business and Economics	63(53)	54(60)	98(95)	99(79)	81(60)
Hours Required: Additional Approved Electives	39(32)	12(13)	-	-	12(9)
Total Credit Hours Required	120[d]	90[e]	104[f]	126	135

TABLE 3-1 - Continued

	Laurentian University	Loyola College	University of Manitoba	McGill University	McMaster University
Liberal Studies					
Humanities: English	-	6[g]	-	6	-
Others	-	42	-	6	-
Social Sciences: Psychology	-	-	6	-	-
Sociology	-	-	-	-	-
Political Science	-	-	-	-	-
Choice of the above	-	-	-	-	6
Introductory Economics	6	6	6	6	6
Economic History	-	-	-	6	-
Mathematics: Algebra/Trigonometry	-	6	6	6	-
Introductory Calculus	-	-	-	6	6
Electives: Liberal	-	-	24	30	12
Hours Required: Liberal Studies	6(5)	60(45)	42(33)	66(55)	30(25)

TABLE 3-1 - Continued

	Laurentian University	Loyola College	University of Manitoba	McGill University	McMaster University
Professional Studies					
Business: Introductory Accounting	6	6	3	-	6
Managerial/Cost Accounting	6	6	6	6	-
Finance	6	6	3	-	3
Marketing	6	6	3	-	3
Business Law	-	-	3	-	3
Introduction to Computers	-	-	3	-j	-
Operations Research	-	6	-	-	-
Production	-	-	3	-	3
Statistics and Statistical Analysis	6	6	6	6	3
Organizational Behavior	6	6	3	6	-
Industrial Relations	-	-	3	-	-
Introduction to Business	-	-	-	6	-
Environment of Business	-	3	3	-	-
Business Policy	6	-	3	6	3
Research Methodology	-	-	6	-	-
Electives	18	6	27	18	12
Hours Required: Business Classes	60(50)	51(39)	75(60)	48(40)	36(30)

TABLE 3-1 - Continued

	Laurentian University	Loyola College	University of Manitoba	McGill University	McMaster University
Economics: Micro Economics	6	3	-	-	6
Macro Economics	6	-	-	-	6
Public Finance	-	-	3	-	-
Money and Banking	6	-	-	-	3
Industrial Organization	-	-	6	-	-
Electives	-	-	-	-	6
Hours Required: Economics Classes	18(15)	3(2)	9(7)	-	21(18)
Hours Required: Business and Economics	78(65)	54(41)	84(67)	48(40)	57(48)
Hours Required: Additional Approved Electives	36(30)	18(14)	-	6(5)	33(27)
Total Credit Hours Required	120	132[h]	126[i]	120	120

TABLE 3-1 - Continued

	Memorial University of Newfoundland	Universite of Moncton	Mount Allison University	University of New Brunswick
Liberal Studies				
Humanities: English	3	6[k]	6	6
Other	-	3	-	-
Social Sciences: Psychology	-	-	-	-
Sociology	-	-	-	6
Political Science	-	-	-	-
Choice of the above	-	-	-	6
Introductory Economics	6	6	6	6
Economic History	-	-	-	-
Mathematics: Algebra/Trigonometry	3	-	12	6
Introductory Calculus	-	6	-	6
Electives: Liberal	21	15	12	21
Hours Required: Liberal Studies	33(27)	36(26)	36(30)	57(41)

TABLE 3-1 - Continued

	Memorial University of Newfoundland	Universite of Moncton	Mount Allison University	University of New Brunswick
Professional Studies				
Business: Introductory Accounting	3	6	15	6
Managerial/Cost Accounting	3	6	15	6
Finance	6	15	6	6
Marketing	3	6	6	6
Business Law	6	6	15	-
Introduction to Computers	6	6	-	3
Operations Research	3	-	-	6
Production	3	-	-	-
Statistics and Statistical Analysis	3	3	-	-
Organizational Behavior	6	6	-	-
Industrial Relations	3	-	-	6
Introduction to Business	3	3	-	6
Environment of Business	-	-	3	-
Business Policy	6	-	-	6
Research Methodology	-	3	-	-
Electives	21	42	-	-
Hours Required: Business Classes	75(63)	102(74)	60(50)	51(37)

TABLE 3-1 - Continued

	Memorial University of Newfoundland	Universite of Moncton	Mount Allison University	University of New Brunswick
Economics: Micro Economics	-	-	-	-
Macro Economics	-	-	-	-
Public Finance	-	-	-	-
Money and Banking	3	-	-	-
Industrial Organization	-	-	-	-
Electives	9	-	12	-
Hours Required: Economics Classes	12(10)	-	12(10)	-
Hours Required: Business and Economics	87(73)	102(74)	72(60)	51(37)
Hours Required: Additional Approved Electives	-	-	12(10)	30(22)
Total Credit Hours Required	120	138	120	138

TABLE 3-1 - Continued

	University of Ottawa	University of Prince Edward Island	Queen's University	Saint Francis Xavier University	Saint Mary's University
Liberal Studies					
Humanities: English	6	6	6	-	12
Other	12	-	-	-	6
Social Sciences: Psychology	3	-	-	-	-
Sociology	3	-	-	-	-
Political Science	-	-	-	-	-
Choice of the above	-	-	-	-	-
Introductory Economics	6	6	6	6	6
Economic History	-	-	-	-	-
Mathematics: Algebra/Trigonometry	-	-	-	6	6
Introductory Calculus	6	6	6	6	
Electives: Liberal	-	15	12	42	18
Hours Required: Liberal Studies	36(29)	33(28)	30(23)	60(50)	48(40)

TABLE 3-1 - Continued

	University of Ottawa	University of Prince Edward Island	Queen's University	Saint Francis Xavier University	Saint Mary's University
Professional Studies					
Business: Introductory Accounting	3	6	6	6	6
Managerial/Cost Accounting	3	3	-	6	6
Finance	3	6	3	6	-
Marketing	3	3	3	6	-
Business Law	3	3	-	-	6
Introduction to Computers	-	3	3	-	-
Operations Research	-	-	3	-	-
Production	-	-	3	-	-
Statistics and Statistical Analysis	6	3	3	-	-
Organizational Behavior	-	-	6	-	-
Industrial Relations	-	3	3	-	-
Introduction to Business	6	6	3	6	6
Environment of Business	-	-	-	3	-
Business Policy	6	3	6	3	-
Research Methodology	-	-	-	-	-
Electives	39	18	-	24	24
Hours Required: Business Classes	72(57)	57(48)	42(32)	60(50)	48(40)

TABLE 3-1 - Continued

	University of Ottawa	University of Prince Edward Island	Queen's University	Saint Francis Xavier University	Saint Mary's University
Economics: Micro Economics	6	3	-	-	-
Macro Economics	-	3	-	-	-
Public Finance	-	-	-	-	-
Money and Banking	-	3	6	-	-
Industrial Organization	-	-	-	-	-
Electives	-	-	-	-	-
Hours Required: Economics Classes	6(4)	9(7)	6(4)	-	-
Hours Required: Business and Economics	78(61)	66(55)	48(36)	60(50)	48(40)
Hours Required: Additional Approved Electives	12(10)	21(17)	54(41)	-	24(20)
Total Credit Hours Required	126	120	132	120	120[1]

TABLE 3-1 - Continued

	University of Saskatchewan (Regina)	University of Saskatchewan (Saskatoon)	Universite de Sherbrooke	Simon Fraser University	Sir George Williams University
Liberal Studies					
Humanities: English	4[m]	6	8	-	6
Other	-	-	-	-	-
Social Sciences: Psychology	4	-	-	-	6
Sociology	4	-	-	-	6
Political Science	4	-	-	-	-
Choice of the above	-	12	-	-	-
Introductory Economics	4	6	-	6	6
Economic History	-	-	-	6	-
Mathematics: Algebra/Trigonometry	4	-	4	-	6
Introductory Calculus	-	6	-	3	-
Electives: Liberal	16	6	-	39	-
Hours Required: Liberal Studies	40(29)	36(26)	12(10)	54(41)	30(23)

TABLE 3-1 - Continued

	University of Saskatchewan (Regina)	University of Saskatchewan (Saskatoon)	Universite de Sherbrooke	Simon Fraser University	Sir George Williams University
Professional Studies					
Business: Introductory Accounting	4	6	8	-	6
Managerial/Cost Accounting	8	6	4	-	6
Finance	-	6	4	-	6
Marketing	-	3	4	-	6
Business Law	4	3	4	-	6
Introduction to Computers	8	3	8	-	-
Operations Research	4	3	4	-	6
Production	-	-	-	-	6
Statistics and Statistical Analysis	4	6	4	6	6
Organizational Behavior	8	3	4	-	6
Industrial Relations	-	3	4	-	6
Introduction to Business	8	3	4	-	-
Environment of Business	-	-	-	-	6
Business Policy	4	3	4	3	6
Research Methodology	4	-	4	-	-
Electives	16	24	28	60[n]	6
Hours Required: Business Classes	72(53)	72(52)	88(73)	69(52)	78(60)

TABLE 3-1 - Continued

	University of Saskatchewan (Regina)	University of Saskatchewan (Saskatoon)	Universite de Sherbrooke	Simon Fraser University	Sir George Williams University
Economics: Micro Economics	4	3	8	3	-
Macro Economics	4	3	8	3	-
Public Finance	-	-	-	-	-
Money and Banking	-	-	-	3	-
Industrial Organization	-	-	4	-	-
Electives	-	-	-	-	12
Hours Required: Economics Classes	8(6)	6(5)	20(17)	9(7)	12(8)
Hours Required: Business and Economics	80(59)	78(57)	108(90)	78(59)	90(68)
Hours Required: Additional Approved Electives	16(12)	24(17)	-	-	12(9)
Total Credit Hours Required	136	138	120	132	132°

TABLE 3-1 - Continued

	University of Toronto	Waterloo Lutheran University	University of Western Ontario	University Of Windsor	York University
Liberal Studies					
Humanities: English	-	6	6	6	6
Other	-	-	-	-	6
Social Sciences: Psychology	-	-	6	-	-
Sociology	-	-	-	-	-
Political Science	-	-	-	-	-
Choice of the above	-	-	6	-	6
Introductory Economics	6	6	6	6	6
Economic History	-	-	-	-	-
Mathematics: Algebra/Trigonometry	-	-	6	-	6
Introductory Calculus	12	-	-	6	-
Electives: Liberal	12	48	12	12	30
Hours Required: Liberal Studies	30(24)	60(42)	42(35)	30(21)	60(50)[r]

TABLE 3-1 - Continued

	University of Toronto	Waterloo Lutheran University	University of Western Ontario	University of Windsor	York University
Professional Studies					
Business: Introductory Accounting	6	6	3	6	-
Managerial/Cost Accounting	6	-	-	6	3
Finance	12	6	6	6	3
Marketing	-	6	6	6	3
Business Law	-	3	3	-	-
Introduction to Computers	-	-	-	-	-
Operations Research	-	-	6	-	3
Production	-	6	6	3	-
Statistics and Statistical Analysis	6	6	3	6	3
Organizational Behavior	-	6	6	-	6
Industrial Relations	-	-	-	-	-
Introduction to Business	6	6	-	6	-
Environment of Business	-	-	-	-	3
Business Policy	-	-	3	6	6
Research Methodology	-	-	-	-	-
Electives	18	33	12	-	24
Hours Required: Business Classes	54(43)	78(54)	54(45)	45(31)	54(45)

TABLE 3-1 - Continued

	University of Toronto	Waterloo Lutheran University	University of Western Ontario	University of Windsor	York University
Economics: Micro Economics	6	3	-	6	3
Macro Economics	6	3	-	-	3
Public Finance	-	-	-	-	-
Money and Banking	-	-	-	-	-
Industrial Organization	-	-	-	-	-
Electives	12	-	12	-	-
Hours Required: Economics Classes	24(19)	6(4)	12(10)	6(4)	6(5)
Hours Required: Business and Economics	78(62)	84(58)	66(55)	51(35)	60(50)
Hours Required: Additional Approved Electives	18(14)	-	12(10)	63(44)	-
Total Credit Hours Required	126[p]	144	120	144[q]	120

TABLE 3-1 - Continued

(a) An additional six credit-hour equivalent non-credit class in English is required of all students.

(b) These elective hours may be taken as either business or economics classes.

(c) In order for students to obtain a degree of undergraduate specialization in their third and fourth years, the University of British Columbia offers ten optional programs which differ considerably in their content. These optional programs are titled: Accounting and Information Systems; Marketing; Industrial Administration; Finance; Transportation and Utilities; Commerce and Economics; Commerce and Actuarial Science; Commerce and Law; Industrial Relations; and Urban Land Economics. The more traditional business administration option of Commerce and Economics has been chosen for the purpose of this analysis due to its content being the most consistent with the other business programs under examination.

(d) Carleton University offers four optional programs which differ considerably in content and which the student enters in his second year. The options are titled Economics; Accounting and Finance; Quantitative Methods; and Labour and Industrial Relations. The option of Economics has been chosen for purposes of this analysis.

(e) Dalhousie University presently offers only a three-year program leading to the B. Comm. degree. A four-year program leading to the B. Comm. (Hons.) degree is expected to be offered in future years.

(f) L'Ecole des Hautes Etudes Commerciales of Montreal offers a three-year program in Business Administration. It should be noted, however, that the two-year Quebec Collegial Program is a required prerequisite.

(g) An additional six credit-hour equivalent non-credit class in English is required of all students.

TABLE 3-1 - Continued

(h) During the transitory period while the Quebec Collegial Program is being implemented, Loyola College is offering only the final three years of its former four-year program. To gain entrance to the second year, an applicant must have the equivalent of the first year program formerly offered or an acceptable equivalent. For the purpose of this analysis, Loyola's former first year requirements as outlined in the 1968-69 Calendar have been utilized.

(i) Beginning with its first year, the University of Manitoba offers four optional programs which vary considerably over their four year duration. They are titled: Actuarial and Business Mathematics; Accounting and Finance; Business Administration; and Public Policy. For purposes of this analysis, the Business Administration option has been chosen.

(j) Successful completion of a six hour equivalent non-credit Introduction to Computers class is required of all students.

(k) Although this course is classified as English, the requirement was actually French.

(1) Saint Mary's University was the only school in the sample for which a copy of the current 1970-71 Calendar was not available. For this reason, the data included in this table was obtained from the 1968-69 Calendar.

(m) An additional four credit-hour equivalent non-credit class in English is required of all students.

(n) Although Simon Fraser University allows 60 credit hours of business electives, the classes are not left completely to the free choice of the student. The options are restricted only to the extent, however, where just one class has to be chosen from each of four broad business classifications. These classifications contain a total of fifteen, ten, five, and three classes respectively for "structured" requirements of only 24 hours. The remaining requirement of 36 hours is left to the student's free choice.

TABLE 3-1 - Continued

(o) Sir George Williams University offers six optional programs beginning in the third year which differ only slightly from each other. They are titled: Economics; Accounting; Mangement; Finance; Marketing; and Quantitative Methods. For purposes of this analysis, the Management option has been chosen.

(p) The University of Toronto offers the undergraduate program in Commerce through the Department of Political Economy.

(q) The University of Windsor stipulates that of the twenty-four classes required for the B. Comm. degree, a minimum of ten full courses must be in Business Administration and a minimum of ten classes must be taken outside the Faculty of Business Administration.

(r) The Faculty of Administrative Studies at York University offers only the final two years of the undergraduate business program. To gain entrance to the program, an applicant must have completed a number of specified courses in the Faculty of Arts and Science or their equivalent.

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

recommendations of a 50 percent balance between liberal and professional studies have not generally been adhered to. Of the 32 four-year undergraduate programs[8] offered by Canadian business schools, the required liberal studies component of the respective curricula ranged from 6 hours (5 percent) at Laurentian to a total of 66 hours (55 percent) at McGill. The national average requirement in liberal studies was a total of 39 hours or 29 percent of the curriculum.

(1) The Western Canadian Schools: Within the seven schools in this category, Table 3-2 indicates that the liberal studies component of the curricula ranged from 12 hours (8 percent) at British Columbia to 54 hours (41 percent) at Simon Fraser. The remaining five universities in this group, however, appeared to be more representative in that their liberal studies ranged from 33 hours (26 percent) at Calgary to 42 hours (33 percent) at Manitoba. These five schools required an average of 37 hours or 29 percent of the curriculum in liberal studies. Although this represented a large deviation from the Reports' recommendations, the group's average requirement was very close to the Canadian average. As such, the Western Canadian schools required 2 hours less than the national average but an equal percentage representation.

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[8]The three-year programs offered by L'Ecole des Hautes Etudes Commerciales and Dalhousie University will not be considered in the analysis of the liberal studies curriculum component.

TABLE 3-2

LIBERAL STUDIES REQUIREMENTS IN TERMS OF CREDIT HOURS FOR THE WESTERN CANADIAN SCHOOLS
(Percentages in parentheses)

	University of Alberta	University of British Columbia	University of Calgary	University of Manitoba
Humanities: English	6	-	6	-
Other	-	-	-	-
Social Sciences: Psychology	6	-	3	6
Sociology	-	-	3	-
Political Science	-	-	-	-
Choice of the above	-	-	-	-
Introductory Economics	6	6	6	6
Economic History	-	-	-	-
Mathematics: Algebra/Trigonometry	3	6	3	6
Introductory Calculus	3	-	3	-
Electives: Liberal	12	-	9	24
Hours Required: Liberal Studies	36(30)	12(8)	33(26)	42(33)

TABLE 3-2 - Continued

	University of Saskatchewan (Regina)	University of Saskatchewan (Saskatoon)	Simon Fraser University
Humanities: English	4[a]	6	-
Other	-	-	-
Social Sciences: Psychology	4	-	-
Sociology	4	-	-
Political Science	4	-	-
Choice of the above	-	12	-
Introductory Economics	4	6	6
Economic History	-	-	6
Mathematics: Algebra/Trigonometry	4	-	-
Introductory Calculus	-	6	3
Electives: Liberal	16	6	39
Hours Required: Liberal Studies	40(29)	36(26)	54(41)

(a) An additional four credit-hour equivalent non-credit class in English is required of all students.

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

(2) The Ontario Schools: Table 3-3 indicates that the eleven business schools in this group had liberal studies requirements ranging from 6 hours (5 percent) at Laurentian to 60 hours (50 percent) at York. They were followed respectively by Carleton with 18 hours (15 percent) and Waterloo Lutheran with 60 hours (43 percent). The remaining seven schools in the group, however, appeared to be more representative of the situation prevailing in Ontario's university business schools. These schools had requirements ranging from 30 hours (21 percent) at Windsor to 42 hours (35 percent) at Western Ontario.

These seven schools had an average requirement, therefore, of 34 hours (about five and one-half full-term 6 hour classes) or about 27 percent of the total curriculum. As a result, the group's requirement was 5 hours and 2 percent less than the national average liberal studies requirement.

(3) The French-Speaking Schools: Within the French-speaking Canadian universities, as illustrated by Table 3-4, liberal studies requirements ranged from 6 hours (5 percent) at L'Ecole des Hautes Etudes Commerciales[9] to 36 hours (26 percent) at the University of Moncton. The remaining two schools, Sherbrooke and Laval, required 12 hours (10 percent) and 27 hours (21 percent) respectively. Due to the special

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[9]It will be recalled that L'Ecole des Hautes Etudes Commerciales requires completion of the two-year Quebec Collegial Program (or its equivalent) elsewhere to gain entrance to its three-year program.

TABLE 3-3

LIBERAL STUDIES REQUIREMENTS IN TERMS OF CREDIT HOURS FOR THE ONTARIO SCHOOLS
(Percentages in parentheses)

	Carleton University	Lakehead University	Laurentian University	McMaster University
Humanities: English	-	6	-	-
Other	-	-	-	-
Social Sciences: Psychology	-	6	-	-
Sociology	-	-	-	-
Political Science	-	-	-	-
Choice of the above	-	-	-	6
Introductory Economics	6	6	6	6
Economic History	6	-	-	-
Mathematics: Algebra/Trigonometry	3	-	-	-
Introductory Calculus	3	-	-	6
Electives: Liberal	-	24	-	12
Hours Required: Liberal Studies	18(15)	42(31)	6(5)	30(25)

TABLE 3-3 - Continued

	University of Ottawa	Queen's University	University of Toronto	Waterloo Lutheran University
Humanities: English	6	6	-	6
Other	12	-	-	-
Social Sciences: Psychology	3	-	-	-
Sociology	3	-	-	-
Political Science		-	-	-
Choice of the above		-	-	-
Introductory Economics	6	6	6	6
Economic History	-	-	-	-
Mathematics: Algebra/Trigonometry	-	-	-	-
Introductory Calculus	6	6	12	-
Electives: Liberal	-	12	12	48
Hours Required: Liberal Studies	36(29)	30(23)	30(24)	60(42)

TABLE 3-3 - Continued

	University of Western Ontario	University of Windsor	York University
Humanities: English	6	6	6
Other	-	-	6
Social Sciences: Psychology	6	-	-
Sociology	-	-	-
Political Science	-	-	-
Choice of the above	6	-	6
Introductory Economics	6	6	6
Economic History	-	-	-
Mathematics: Algebra/Trigonometry	6	-	6
Introductory Calculus	-	6	-
Electives: Liberal	12	12	30
Hours Required: Liberal Studies	42(35)	30(21)	60(50)[a]

(a) See Table 3-1, Footnote "r" with respect to the Faculty of Administrative Studies at York University offering only the final two years of the undergraduate business program.

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

TABLE 3-4

LIBERAL STUDIES REQUIREMENTS IN TERMS OF CREDIT HOURS FOR THE FRENCH-SPEAKING SCHOOLS
(Percentages in parentheses)

	Ecole des Hautes Etudes Commerciales	Laval University	Universite of Moncton	Universite de Sherbrooke
Humanities: English	-	-	6[a]	8
Other	-	-	3	-
Social Sciences: Psychology	-	6	-	-
Sociology	4	-	-	-
Political Science	-	-	-	-
Choice of the above	-	-	-	-
Introductory Economics	-	-	6	-
Economic History	-	6	-	-
Mathematics: Algebra/Trigonometry	2	6	-	4
Introductory Calculus	-	6	6	-
Electives: Liberal	-	3	15	-
Hours Required: Liberal Studies	6(5)	27(21)	36(26)	12(10)

(a) Although this course is classified as English, the requirement was actually French.

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

case that must be accorded to L'Ecole's three-year program and Moncton's geographical divergence from Quebec, it is rather meaningless to compute the average credit-hour requirement for a group of this size. There did not appear to be any consistency among the members' liberal studies requirements.

(4) The English-Speaking Schools of Quebec[10]:

This group provides four English-speaking schools to complement the four French-speaking schools discussed above. As shown by Table 3-5, the liberal studies component of the curricula in this group was represented by a requirement of 30 hours (23 percent) at Sir George Williams and 36 hours (27 percent) at Bishop's respectively. This was contrasted with 60 hours (45 percent) and 66 hours (55 percent) at Loyola and McGill respectively - about double the requirements of the former two schools. The average of this extreme "pair" of requirements was somewhat above the Canadian average. Overall, the group required 48 hours of liberal studies or about 37 percent of the curriculum. This exceeded the national average by 9 hours or 8 percent of the total curriculum requirement.

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[10]Admittance to a university program in the province of Quebec is subject to successful completion of the Quebec Collegial Program (which is entered upon completion of Junior Matriculation) or its equivalent. This two-year program is generally the equivalent of Senior Matriculation and First Year university as it would be known in the Prairie Provinces. In examining the four-year business programs offered by Quebec universities, it must be recognized that the first year of university is actually the second year of the Collegial Program.

TABLE 3-5

LIBERAL STUDIES REQUIREMENTS IN TERMS OF CREDIT HOURS FOR THE ENGLISH-SPEAKING QUEBEC SCHOOLS
(Percentages in parentheses)

	Bishop's University	Loyola College	McGill University	Sir George Williams University
Humanities: English	6	6[a]	6	6
Other	6	42[b]	6	-
Social Sciences: Psychology	-	-	-	6
Sociology	-	-	-	6
Political Science	-	-	-	-
Choice of the above	18	-	-	-
Introductory Economics	6	6	6	6
Economic History	-	-	6	-
Mathematics: Algebra/Trigonometry	-	6	6	6
Introductory Calculus	-	-	6	-
Electives: Liberal	-	-	30	-
Hours Required: Liberal Studies	36(27)	60(45)	66(55)	30(23)

(a) An additional six credit-hour equivalent non-credit class in English is required of all students.
(b) This category contains two 6 hour classes in philosophy and two 6 hour classes in theology - a very unique business school requirement.

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

(5) The Eastern Canadian Schools[11]: As Table 3-6 indicates, the 50 percent liberal studies recommendation was adhered to by only one member of this group. Saint Francis Xavier University had a requirement of 60 hours of liberal studies or exactly 50 percent of the total required curriculum. The remainder of the group's requirements ranged from 33 hours at Memorial (27 percent) to 57 hours (41 percent) at New Brunswick. This resulted in an average requirement of 42 hours or 34 percent of the total curriculum in these schools. Therefore, this requirement exceeded the national average requirement by about 3 hours or 5 percent of the total curriculum requirement.

(b) Professional studies component

The professional studies component of the 32 four-year undergraduate programs offered by Canadian university business schools ranged from 51 hours (35 percent) at Windsor to 108 hours (90 percent) at Sherbrooke[12]. The

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[11] The four-year programs offered by the eight schools of this group are entered in their first year with high school Junior Matriculation (Grade 11 for for Alberta, Saskatchewan, and Manitoba; Grade 12 for British Columbia and Ontario) and in the second year with Senior Matriculation. As such, the combined secondary and post-secondary education of students in the Maritime Provinces is one year less than that of their counterparts in the other provinces of Canada.

[12] It should be noted that Loyola and New Brunswick also had professional studies requirements of 51 hours but for 39 percent and 37 percent of their total curricula respectively. Similarly, although McGill, Queen's, and Saint Mary's each had requirements of 48 hours; they were for 40 percent, 36 percent, and 40 percent of the respective curriculum requirements.

TABLE 3-6

LIBERAL STUDIES REQUIREMENTS IN TERMS OF CREDIT HOURS FOR THE EASTERN CANADIAN SCHOOLS
(Percentages in parentheses)

	Acadia University	Dalhousie University	Memorial University of Newfoundland	Mount Allison University
Humanities: English	12[a]	-	3	6
Other	6	-	-	-
Social Sciences: Psychology	-	-	-	-
Sociology	-	-	-	-
Political Science	-	-	-	-
Choice of the above	-	-	-	-
Introductory Economics	6	6	6	6
Economic History	-	-	-	-
Mathematics: Algebra/Trigonometry	6	6	3	12
Introductory Calculus	-	-	-	-
Electives: Liberal	12	12	21	12
Hours Required: Liberal Studies	42(35)	24(27)	33(27)	36(30)

(a) An additional six credit-hour equivalent non-credit class in English is required of all students.

TABLE 3-6 - Continued

	University of New Brunswick	University of Prince Edward Island	Saint Francis Xavier University	Saint Mary's University
Humanities: English	6	6	-	12
Other	-	-	-	6
Social Sciences: Psychology	-	-	-	-
Sociology	6	-	-	-
Political Science		-	-	-
Choice of the above	6	-	-	-
Introductory Economics	6	6	6	6
Economic History	-	-	-	-
Mathematics: Algebra/Trigonometry	6	-	6	6
Introductory Calculus	6	6	6	-
Electives: Liberal	21	15	42	18
Hours Required: Liberal Studies	57(41)	33(28)	60(50)	48(40)

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

programs represented a national average requirement of 72 hours or about 57 percent of the total curriculum. The business and economics courses were divided into separate categories (as shown by Table 3-1) for closer scrutiny. The requirements in the business area ranged from 36 hours (30 percent) at McMaster to 102 hours (74 percent) at Moncton. The national average requirement in the business category was 62 hours or 50 percent of the total curriculum. Similarly, of the 26 schools that required work above the introductory level in economics, the range extended from 3 hours (2 percent) at Loyola to 24 hours (19 percent) at Toronto[13]. The national average requirement of the 26 schools in this category was 12 hours or about 9 percent of the total curriculum.

The two existing three-year programs were individually interesting. Dalhousie required 54 hours of professional studies for 60 percent of its total curriculum. This included 51 hours (57 percent) of business courses and 3 hours (3 percent) of economics courses. L'Ecole des Hautes Etudes Commerciales required an intensive professional program of 98 hours for about 95 percent of its

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[13] This ignores Carleton with a requirement of 24 hours (21 percent) and British Columbia with a requirement of 39 hours (29 percent) due to the choice of undergraduate curriculum options utilized in the preparation of Table 3-1. For a more detailed explanation of these two economics-oriented program options, see Table 3-1, footnotes "c" and "d" respectively.

total requirement. This was comprised of 90 hours (88 percent) of business classes and 8 hours (7 percent) of economics classes.

(1) The Western Canadian Schools: As shown by Table 3-7, the professional studies component of the seven schools' curricula in this group ranged from 78 hours (57 percent) at Saskatchewan (Saskatoon) to 99 hours (72 percent) at British Columbia. As such, the average professional studies requirement of this group's members was 82 hours or 63 percent of the total curriculum. With respect to the business studies category of this component, the range extended from 60 hours (43 percent) at British Columbia to 75 hours (60 percent) at Calgary and Manitoba[14]. The business courses represented an average requirement of 71 hours for 54 percent of the total curriculum. If British Columbia was to be deleted from this analysis, the range would begin at 69 hours (52 percent) at Simon Fraser for an average requirement of 72 hours (56 percent) among the remaining group members. With the exception of British Columbia's economics requirement of 39 hours (29 percent)[15], the economics category of the professional studies component was relatively minor in its requirements. It ranged from 6

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[14] Alberta's requirement of 72 hours also represented 60 percent of the total curriculum.

[15] See Table 3-1, footnote "c" with respect to the Commerce course option under examination.

TABLE 3-7

PROFESSIONAL STUDIES REQUIREMENTS IN TERMS OF CREDIT HOURS FOR THE WESTERN CANADIAN SCHOOLS
(Percentages in parentheses)

	University of Alberta	University of British Columbia	University of Calgary	University of Manitoba
Business: Introductory Accounting	3	3	6	3
Managerial/Cost Accounting	3	6	9	6
Finance	3	4	6	3
Marketing	3	4	6	3
Business Law	3	6	3	3
Introduction to Computers	3	-	3	3
Operations Research	6	-	6	-
Production	-	-	3	3
Statistics and Statistical Analysis	6	6	6	6
Organizational Behavior	6	4	6	3
Industrial Relations	3	3	-	3
Introduction to Business	6	3	-	-
Environment of Business	3	3	-	3
Business Policy	6	6	6	3
Research Methodology	-	6	-	6
Electives	18[a]	6	15	27
Hours Required: Business Classes	72(60)	60(43)	75(60)	75(60)

(a) These elective hours may be taken as either business or economics classes.

TABLE 3-7 - Continued

	University of Alberta	University of British Columbia	University of Calgary	University of Manitoba
Economics: Micro Economics	3	3	3	-
Macro Economics	3	3	3	-
Public Finance	-	-	-	3
Money and Banking	-	6	-	-
Industrial Organization	-	-	-	6
Electives	-	27	-	-
Hours Required: Economics Classes	6(5)	39(29)[b]	6(4)	9(7)
Hours Required: Business and Economics	78(65)	99(72)	81(64)	84(67)
Hours Required: Additional Approved Electives	6(5)	27(20)	12(10)	-
Total Credit Hours Required	120	138	126	126[c]

(b) See Table 3-1, Footnote "c" with respect to the Commerce course option, under examination.

(c) See Table 3-1, Footnote "i" with respect to the Commerce course option, under examination.

TABLE 3-7 - Continued

	University of Saskatchewan (Regina)	University of Saskatchewan (Saskatoon)	Simon Fraser University
Business: Introductory Accounting	4	6	-
Managerial/Cost Accounting	8	6	-
Finance	-	6	-
Marketing	-	3	-
Business Law	4	3	-
Introduction to Computers	8	3	-
Operations Research	4	3	-
Production	-	-	-
Statistics and Statistical Analysis	4	6	6
Organizational Behavior	8	3	-
Industrial Relations	-	3	-
Introduction to Business	8	3	-
Environment of Business	-	-	-
Business Policy	4	3	3
Research Methodology	4	-	-
Electives	16	24	60[d]
Hours Required: Business Classes	72(53)	72(52)	69(52)

(d) See Table 3-1, Footnote "n" with respect to the restriction placed on these elective hours.

TABLE 3-7 - Continued

	University of Saskatchewan (Regina)	University of Saskatchewan (Saskatoon)	Simon Fraser University
Economics: Micro Economics	4	3	3
Macro Economics	4	3	3
Public Finance	-	-	-
Money and Banking	-	-	3
Industrial Organization	-	-	-
Electives	-	-	-
Hours Required: Economics Classes	8(6)	6(5)	9(7)
Hours Required: Business and Economics	80(59)	78(57)	78(59)
Hours Required: Additional Approved Electives	16(12)	24(17)	-
Total Credit Hours Required	136	138	132

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

hours (4 percent) at Calgary to 9 hours (7 percent) at both Manitoba and Simon Fraser. This resulted in an average of 7 hours or about 5 percent of the curriculum for the six schools under consideration.

From the preceding discussion, it is noted that the group's average professional studies and business area requirements exceeded the national average; whereas, the average economics requirement was not as great. The group's average professional studies requirement was 10 hours (6 percent) greater than the national average. Similarly, the seven schools' average business area requirement exceeded the national average by 9 hours (4 percent). The average economics area requirement, however, represented 5 hours (4 percent) less than the national average.

(2) The Ontario Schools: The professional studies requirements of the eleven schools comprising this group, as indicated by Table 3-8, appeared to be extremely heterogeneous. The total requirements ranged from 48 hours (36 percent) at Queen's to 78 hours at each of Laurentian (65 percent), Ottawa (61 percent), Toronto (62 percent), and Waterloo Lutheran (57 percent) respectively[16]. This resulted in an average of 67 hours or about 53 percent of the total curriculum. The business area of the professional studies

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[16]Although Lakehead had a requirement of 81 hours, it represented only 60 percent of the total curriculum requirement.

TABLE 3-8

PROFESSIONAL STUDIES REQUIREMENTS IN TERMS OF CREDIT HOURS FOR THE ONTARIO SCHOOLS
(Percentages in parentheses)

	Carleton University	Lakehead University	Laurentian University	McMaster University
Business: Introductory Accounting	6	6	6	6
Managerial/Cost Accounting	6	6	6	-
Finance	3	6	6	3
Marketing	3	6	6	3
Business Law	6	-	-	3
Introduction to Computers	6	6	-	-
Operations Research	-	6	-	-
Production	3	3	-	3
Statistics and Statistical Analysis	6	6	6	3
Organizational Behavior	-	6	6	-
Industrial Relations	-	-	-	-
Introduction to Business	-	6	-	-
Environment of Business	-	3	-	-
Business Policy	-	6	6	3
Research Methodology	-	-	-	-
Electives	-	9	18	12
Hours Required: Business Classes	39(32)	75(56)	60(50)	36(30)

TABLE 3-8 - Continued

	Carleton University	Lakehead University	Laurentian University	McMaster University
Economics: Micro Economics	6	-	6	6
Macro Economics	6	-	6	6
Public Finance	-	-	-	-
Money and Banking	3	-	6	3
Industrial Organization	6	-	-	-
Electives	3	6	-	6
Hours Required: Economics Classes	24(21)[a]	6(4)	18(15)	21(18)
Hours Required: Business and Economics	63(53)	81(60)	78(65)	57(48)
Hours Required: Additional Approved Electives	39(32)	12(9)	36(30)	33(27)
Total Credit Hours Required	120	135	120	120

(a) See Table 3-1, Footnote "d" with respect to the Commerce course option under examination.

TABLE 3-8 - Continued

	University of Ottawa	Queen's University	University of Toronto[b]	Waterloo Lutheran University
Business: Introductory Accounting	3	6	6	6
Managerial/Cost Accounting	3	-	6	-
Finance	3	3	12	6
Marketing	3	3	-	6
Business Law	3	-	-	3
Introduction to Computers	-	3	-	-
Operations Research	-	3	-	-
Production	-	3	-	6
Statistics and Statistical Analysis	6	3	6	6
Organizational Behavior	-	6	-	6
Industrial Relations	-	3	-	-
Introduction to Business	6	3	6	6
Environment of Business	-	-	-	-
Business Policy	6	6	-	-
Research Methodology	-	-	-	-
Electives	39	-	18	33
Hours Required: Business Classes	72(57)	42(32)	54(43)	78(54)

(b) The University of Toronto offers the undergraduate program in Commerce through the Department of Political Economy

TABLE 3-8 - Continued

	University of Ottawa	Queen's University	University of Toronto	Waterloo Lutheran University
Economics: Micro Economics	6	-	6	3
Macro Economics	-	-	6	3
Public Finance	-	-	-	-
Money and Banking	-	6	-	-
Industrial Organization	-	-	-	-
Electives	-	-	12	-
Hours Required: Economics Classes	6(4)	6(4)	24(19)	6(4)
Hours Required: Business and Economics	78(61)	48(36)	78(62)	84(58)
Hours Required: Additional Approved Electives	12(10)	54(41)	18(14)	-
Total Credit Hours Required	126	132	126	144

TABLE 3-8 - Continued

	University of Western Ontario	University of Windsor	York University
Business: Introductory Accounting	3	6	-
Managerial/Cost Accounting	-	6	3
Finance	6	6	3
Marketing	6	6	3
Business Law	3	-	-
Introduction to Computers	-	-	-
Operations Research	6	-	3
Production	6	3	-
Statistics and Statistical Analysis	3	6	3
Organizational Behavior	6	-	6
Industrial Relations	-	-	-
Introduction to Business	-	6	-
Environment of Business	-	-	3
Business Policy	3	6	6
Research Methodology	-	-	-
Electives	12	-	24
Hours Required: Business Classes	54(45)	45(31)	54(45)

TABLE 3-8 - Continued

	University of Western Ontario	University of Windsor	York University
Economics: Micro Economics	-	6	3
Macro Economics	-	-	3
Public Finance	-	-	-
Money and Banking	-	-	-
Industrial Organization	-	-	-
Electives	12	-	-
Hours Required: Economics Classes	12(10)	6(4)	6(5)
Hours Required: Business and Economics	66(55)	51(35)	60(50)
Hours Required: Additional Approved Electives	12(10)	63(44)	-
Total Credit Hours Required	120	144[c]	120

(c) See Table 3-1, Footnote "q" with respect to a University of Windsor program restriction.

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

component extended from 36 hours (30 percent) at McMaster to 75 hours (56 percent) at Lakehead. This resulted in an average of 55 hours of business courses for 43 percent of the total curriculum requirement. The lower range of the economics category was 6 hours at each of Lakehead (4 percent), Ottawa (4 percent), Queen's (4 percent), Waterloo Lutheran (5 percent), Windsor (4 percent), and York (5 percent) respectively. The upper range was 24 hours at Carleton (21 percent)[17], 21 hours at McMaster (18 percent), and 24 hours at Toronto (19 percent) respectively. Although the majority of the group members required only 6 hours of economics courses, the extreme requirements of several other schools produced an average requirement of 12 hours or about 10 percent of the curriculum.

The above data indicates that the Ontario schools' average total professional studies and business area requirements were not as great as the national average; whereas, the average economics requirement was about equal. The group's average professional studies requirement was 5 hours (4 percent) less than the national average. Similarly, the schools' average business area requirement was 7 hours (7 percent) less than the national average. The average economics category requirement, however, was equal to the national average of 12 hours (10 percent).

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[17] See Table 3-1, footnote "d" with respect to the Commerce course option under examination.

(3) The French-Speaking Schools: As Table 3-9 illustrates, the professional studies component of the curricula of these four schools occupied a high percentage of their respective total programs. The three-year program at L'Ecole des Hautes Etudes Commerciales had a professional studies requirement of 98 hours (95 percent) which was comprised of 90 hours (88 percent) of business courses and 8 hours (7 percent) of economics courses. The professional studies requirements in the three remaining schools' four-year programs included 99 hours (79 percent) at Laval, 102 hours (74 percent) at Moncton, and 108 hours (90 percent) at Sherbrooke respectively. This resulted in an average requirement of 103 hours of professional studies or about 81 percent of the total curriculum. Similarly, the business area requirements included 87 hours (69 percent) at Laval, 88 hours (73 percent) at Sherbrooke, and 102 hours (74 percent) at Moncton. The average business studies requirement was, therefore, 92 hours (72 percent). Courses in intermediate economics were required only at Laval and Sherbrooke with requirements of 12 hours (10 percent) and 20 hours (17 percent) respectively. This resulted in an average of 16 hours or 13 percent of the curriculum.

The preceding paragraph indicates that the professional studies requirements in the French-speaking schools greatly exceeded the national average. The average business category requirement exceeded the national average by 30 hours (22 percent). Within the two schools where

TABLE 3-9

PROFESSIONAL STUDIES REQUIREMENTS IN TERMS OF CREDIT HOURS FOR THE FRENCH-SPEAKING SCHOOLS
(Percentages in parentheses)

	Ecole des Hautes Etudes Commerciales	Laval University	Universite of Moncton	Universite de Sherbrooke
Business: Introductory Accounting	8	6	6	8
Managerial/Cost Accounting	-	6	6	4
Finance	4	6	15	4
Marketing	4	3	6	4
Business Law	-	6	6	4
Introduction to Computers	2	-	6	8
Operations Research	6	6	-	4
Production	4	3	-	-
Statistics and Statistical Analysis	4	6	3	4
Organizational Behavior	6	6	6	4
Industrial Relations	4	3	-	4
Introduction to Business	4	6	3	4
Environment of Business	-	3	-	-
Business Policy	-	3	-	4
Research Methodology	-	-	3	4
Electives	44	24	42	28
Hours Required: Business Classes	90(88)	87(69)	102(74)	88(73)

TABLE 3-9 - Continued

	Ecole des Hautes Etudes Commerciales	Laval University	Universite of Moncton	Universite de Sherbrooke
Economics: Micro Economics	4	3	-	8
Macro Economics	4	3	-	8
Public Finance	-	3	-	-
Money and Banking	-	-	-	-
Industrial Organization	-	3	-	4
Electives	-	-	-	-
Hours Required: Economics Classes	8(7)	12(10)	-	20(17)
Hours Required: Business and Economics	98(95)	99(79)	102(74)	108(90)
Hours Required: Additional Approved Electives	-	-	-	-
Total Credit Hours Required	104[a]	126	138	120

(a) See Table 3-1, Footnote "f" with respect to L'Ecole des Hautes Etudes Commerciales offering only a three-year undergraduate business program.

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

applicable, the average economics requirement was 4 hours (4 percent) greater than the national average.

(4) The English-Speaking Schools of Quebec: The professional studies requirements of the four members of this group, as indicated by Table 3-10, range from 48 hours (40 percent) at McGill and 54 hours (41 percent) at Loyola to 72 hours (55 percent) at Bishop's and 90 hours (68 percent) at Sir George Williams. The average requirement among the four schools was 66 hours or 51 percent of the total curriculum. Required business studies consisted of 48 hours (40 percent) at McGill, 51 hours (39 percent) at Loyola, 72 hours (55 percent) at Bishops, and 78 hours (60 percent) at Sir George Williams. This resulted in an average of 62 hours or 48 percent of the curriculum being devoted to business studies. The economics studies consisted of 3 hours (2 percent) at Loyola and 12 hours (8 percent) at Sir George Williams only.

The above paragraph indicates that these schools' professional studies requirements were very heterogeneous. As a result, calculated averages will tend to be non-representative of the group. Nevertheless they are included to maintain consistency in this report. The average professional studies requirement was 6 hours (6 percent) less than the national average. The average business area requirement, however, equalled the national average of 62 hours although the schools' percentage requirement was 2 percent less than the national average. In the two schools

TABLE 3-10

PROFESSIONAL STUDIES REQUIREMENTS IN TERMS OF CREDIT HOURS FOR THE ENGLISH-SPEAKING QUEBEC SCHOOLS
(Percentages in parentheses)

	Bishop's University	Loyola College	McGill University	Sir George Williams University
Business: Introductory Accounting	6	6	-	6
Managerial/Cost Accounting	6	6	6	6
Finance	6	6	-	6
Marketing	6	6	-	6
Business Law	6	-	-	6
Introduction to Computers	6	-	-a	-
Operations Research	6	6	-	6
Production	-	-	-	6
Statistics and Statistical Analysis	6	6	6	6
Organizational Behavior	6	6	6	6
Industrial Relations	-	-	-	6
Introduction to Business	6	-	6	-
Environment of Business	-	3	-	6
Business Policy	6	-	6	6
Research Methodology	-	-	-	-
Electives	6	6	18	6
Hours Required: Business Classes	72(55)	51(39)	48(40)	78(60)

(a) Successful completion of a six hour equivalent non-credit Introduction to Computers class is required of all students.

TABLE 3-10 - Continued

	Bishop's University	Loyola College	McGill University	Sir George Williams University
Economics: Micro Economics	-	3	-	-
Macro Economics	-	-	-	-
Public Finance	-	-	-	-
Money and Banking	-	-	-	-
Industrial Organization	-	-	-	-
Electives	-	-	-	12
Hours Required: Economics Classes	-	3(2)	-	12(8)
Hours Required: Business and Economics	72(55)	54(41)	48(40)	90(68)
Hours Required: Additional Approved Electives	24(18)	18(14)	6(5)	12(9)
Total Credit Hours Required	132	132[b]	120	132[c]

(b) See Table 3-1, Footnote "h" with respect to the undergraduate business program presently offered at Loyola College.

(c) See Table 3-1, Footnote "o" with respect to the Commerce course option under examination.

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

where applicable, the average economics category requirement was about 4 hours (4 percent) less than the national average.

(5) The Eastern Canadian Schools: As Table 3-11 indicates, the professional studies component of the curricula in the eight Eastern Canadian university business schools ranged from 48 hours (40 percent) at Saint Mary's to 87 hours (73 percent) at Memorial University of Newfoundland. They were followed by a range from 51 hours (37 percent) at New Brunswick to a more representative 66 hours (55 percent) at Prince Edward Island. Excluding Dalhousie's 54 hour requirement (due to the percentage distortion caused by its three-year program) and Memorial's extremely high requirement, the remaining six group members required an average of 60 hours of professional studies or about 49 percent of the total curriculum. The business area requirements extended from 48 hours (40 percent) at Saint Mary's to 75 hours (63 percent) at Memorial. They were followed by a range from 51 hours (37 percent) at New Brunswick to 60 hours (50 percent) at both Mount Allison and Saint Francis Xavier. The average business area requirement of these seven schools was 58 hours or about 48 percent of the total curriculum. The economics area requirements consisted of 3 hours at Dalhousie, and a range from 6 hours (5 percent) at Acadia to 12 hours (10 percent) at both Memorial and Mount Allison. This

TABLE 3-11

PROFESSIONAL STUDIES REQUIREMENTS IN TERMS OF CREDIT HOURS FOR THE EASTERN CANADIAN SCHOOLS
(Percentages in parentheses)

	Acadia University	Dalhousie University	Memorial University of Newfoundland	Mount Allison University
Business: Introductory Accounting	6	6	3	15
Managerial/Cost Accounting	6	-	3	15
Finance	6	3	6	6
Marketing	6	3	3	6
Business Law	6	3	6	15
Introduction to Computers	-	3	6	-
Operations Research	-	-	3	-
Production	-	3	3	-
Statistics and Statistical Analysis	6	6	3	-
Organizational Behavior	-	6	6	-
Industrial Relations	-	-	3	-
Introduction to Business	6	-	3	-
Environment of Business	-	6	-	3
Business Policy	-	-	6	-
Research Methodology	-	-	-	-
Electives	12	12	21	-
Hours Required: Business Classes	54(45)	51(57)	75(63)	60(50)

TABLE 3-11 - Continued

	Acadia University	Dalhousie University	Memorial University of Newfoundland	Mount Allison University
Economics: Micro Economics	-	3	-	-
Macro Economics	-	-	-	-
Public Finance	-	-	-	-
Money and Banking	6	-	3	-
Industrial Organization	-	-	-	-
Electives	-	-	9	12
Hours Required: Economics Classes	6(5)	3(3)	12(10)	12(10)
Hours Required: Business and Economics	60(50)	54(60)	87(73)	72(60)
Hours Required: Additional Approved Electives	18(15)	12(13)	-	12(10)
Total Credit Hours Required	120	90[a]	120	120

(a) See Table 3-1, Footnote "e" with respect to Dalhousie University offering only a three-year undergraduate business program.

TABLE 3-11 - Continued

	University of New Brunswick	University of Prince Edward Island	Saint Francis Xavier University	Saint Mary's University
Business: Introductory Accounting	6	6	6	6
Managerial/Cost Accounting	6	3	6	6
Finance	6	6	6	-
Marketing	6	3	6	-
Business Law	-	3	-	6
Introduction to Computers	3	3	-	-
Operations Research	6	-	-	-
Production	-	-	-	-
Statistics and Statistical Analysis	-	3	-	-
Organizational Behavior	-	-	-	-
Industrial Relations	6	3	-	-
Introduction to Business	6	6	6	6
Environment of Business	-	-	3	-
Business Policy	6	3	3	-
Research Methodology	-	-	-	-
Electives	-	18	24	24
Hours Required: Business Classes	51(37)	57(48)	60(50)	48(40)

TABLE 3-11 - Continued

	University of New Brunswick	University of Prince Edward Island	Saint Francis Xavier University	Saint Mary's University
Economics: Micro Economics	-	3	-	-
Macro Economics	-	3	-	-
Public Finance	-	-	-	-
Money and Banking	-	3	-	-
Industrial Organization	-	-	-	-
Electives	-	-	-	-
Hours Required: Economics Classes	-	9(7)	-	-
Hours Required: Business and Economics	51(37)	66(55)	60(50)	48(40)
Hours Required: Additional Approved Electives	30(22)	21(17)	-	24(20)
Total Credit Hours Required	138	120	120	120[b]

(b) See Table 3-1, Footnote "1" with respect to this data having been obtained from Saint Mary's University's 1968-1969 Calendar.

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

produced an average of 10 hours (8 percent) for the four four-year programs containing such requirements.

The above data indicates that the Eastern schools were somewhat below the national average in their average professional studies requirement. As such, the average professional studies requirement was 12 hours (8 percent) less than the national average. The average business studies requirement, however, was only 4 hours or 2 percent less than the corresponding national average. Similarly, among the four applicable schools, the average economics requirement was 2 hours (1 percent) less than the national average.

The Undergraduate Business Faculty

The combined faculty in the 34 Canadian undergraduate business schools under examination, as shown by Table 3-12, numbered 900 full-time and 32 part-time (where indicated as such) for a total of 932. Of the full-time faculty members, 312 (35 percent of the total number)[18] held the doctorate, and 437 (49 percent) held a master's degree. Furthermore, 29 (3 percent) held law degrees, 65 (7 percent) held a professional accounting

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[18]Hereinafter, in expressing the percentage of the total that a given number of faculty members represent, the percentage of the total will be contained in parentheses following the statement of the actual number of individuals involved.

TABLE 3-12

TERMINAL DEGREES HELD BY FACULTY OF 34 UNDERGRADUATE BUSINESS SCHOOLS
(Percentages in parentheses)

	Total Number of Faculty		Doctoral Degree	
	Full-Time	Part-Time	Full-Time	Part-Time
Acadia University	10	-	-	-
University of Alberta	60	-	37(62)	-
Bishop's University	4	2	1(25)	-
University of British Columbia	57	5	31(54)	1
University of Calgary	12	-	6(50)	-
Carleton University	11	4	3(27)	-
Dalhousie University	10	4	4(40)	-
Ecole des Hautes Etudes Commerciales	97	-	31(32)	-
Laval University	83	-	23(28)	-
Lakehead University	11	-	-	-
Laurentian University	4	1	-	-
Loyola College	11	-	-	-
University of Manitoba	35	-	5(14)	-
McGill University	32	-	18(56)	-
McMaster University	20	1	11(55)	-
Memorial University of Newfoundland	12	-	2(17)	-
Universite of Moncton	22	2	6(27)	-
Mount Allison University	5	-	-	-
University of New Brunswick	10	-	-	-
University of Ottawa	15	7	4(27)	1
University of Prince Edward Island	7	-	-	-
Queen's University	40	-	16(40)	-
Saint Francis Xavier University	6	2	1(17)	-

TABLE 3-12 - Continued

	Total Number of Faculty		Doctoral Degree	
	Full-Time	Part-Time	Full-Time	Part-Time
Saint Mary's University	11[a]	-	-	-
University of Saskatchewan (Regina)	22	-	4(18)	-
University of Saskatchewan (Saskatoon)	45	-	11(24)	-
Universite de Sherbrooke	51	-	12(24)	-
Simon Fraser University	11[b]	4	8(73)	-
Sir George Williams University	45	-	14(31)	-
University of Toronto	15	-	1(7)	-
Waterloo Lutheran University	11	-	2(18)	-
University of Western Ontario	51	-	25(49)	-
University of Windsor	20	-	8(40)	-
York University	44	-	28(64)	-
Total Number of Faculty	900	32	312(35)	2

(a) Saint Mary's University was the only school in the sample for which a copy of the current 1970-1971 Calendar was not available. For this reason, the data included in this table was obtained from the 1968-1969 Calendar.

(b) This compilation includes only those members of the Department of Economics and Commerce who are listed in the Calendar as teaching business subjects.

TABLE 3-12 - Continued

	Master's Degree		Law Degree	
	Full-Time	Part-Time	Full-Time	Part-Time
Acadia University	7(70)	-	1(10)	-
University of Alberta	22(37)	-	-	-
Bishop's University	3(75)	-	-	1
University of British Columbia	21(37)	3	2(4)	-
University of Calgary	3(25)	-	1(8)	-
Carleton University	7(64)	1	1(9)	-
Dalhousie University	3(30)	3	-	-
Ecole des Hautes Etudes Commerciales	44(45)	-	2(2)	-
Laval University	49(59)	-	3(3)	-
Lakehead University	10(91)	-	-	-
Laurentian University	3(75)	-	-	1
Loyola College	6(55)	-	-	-
University of Manitoba	26(74)	-	-	-
McGill University	12(38)	-	-	-
McMaster University	8(40)	1	1(5)	-
Memorial University of Newfoundland	9(75)	-	-	-
Universite of Moncton	12(55)	-	-	2
Mount Allison University	-	-	-	-
University of New Brunswick	8(80)	-	-	-
University of Ottawa	5(33)	2	-	2
University of Prince Edward Island	4(57)	-	1(14)	-
Queen's University	17(43)	-	3(7)	-
Saint Francis Xavier University	5(83)	-	-	1

TABLE 3-12 - Continued

	Master's Degree		Law Degree	
	Full-Time	Part-Time	Full-Time	Part-Time
Saint Mary's University	4(36)	-	2(18)	-
University of Saskatchewan (Regina)	13(59)	-	2(9)	-
University of Saskatchewan (Saskatoon)	23(51)	-	3(7)	-
Universite de Sherbrooke	37(73)	-	2(3)	-
Simon Fraser University	2(18)	1	-	3
Sir George Williams University	22(49)	-	1(2)	-
University of Toronto	6(40)	-	-	-
Waterloo Lutheran University	6(55)	-	2(18)	-
University of Western Ontario	20(39)	-	-	-
University of Windsor	10(50)	-	2(10)	-
York University	10(23)	-	-	-
Total Number of Faculty	437(49)	11	29(3)	10

TABLE 3-12 - Continued

	Professional Accounting Designation		Baccalaureate Degree	
	Full-Time	Part-Time	Full-Time	Part-Time
Acadia University	2(20)	-	-	-
University of Alberta	1(1)	-	-	-
Bishop's University	-	1	-	-
University of British Columbia	1(1)	1	2(4)	-
University of Calgary	2(17)	-	-	-
Carleton University	-	3	-	-
Dalhousie University	3(30)	-	-	1
Ecole des Hautes Etudes Commerciales	1(1)	-	19(20)	-
Laval University	-	-	8(10)	-
Lakehead University	-	-	1(9)	-
Laurentian University	1(25)	-	-	-
Loyola College	5(45)	-	-	-
University of Manitoba	2(6)	-	2(6)	-
McGill University	1(3)	-	1(3)	-
McMaster University	-	-	-	-
Memorial University of Newfoundland	1(8)	-	-	-
Universite of Moncton	2(9)	-	2(9)	-
Mount Allison University	3(60)	-	2(40)	-
University of New Brunswick	2(20)	-	-	-
University of Ottawa	6(40)	1	-	1
University of Prince Edward Island	2(29)	-	-	-
Queen's University	2(5)	-	2(5)	-
Saint Francis Xavier University	-	1	-	-

TABLE 3-12 - Continued

	Professional Accounting Designation		Baccalaureate Degree	
	Full-Time	Part-Time	Full-Time	Part-Time
Saint Mary's University	5(46)	-	-	-
University of Saskatchewan (Regina)	-	-	3(14)	-
University of Saskatchewan (Saskatoon)	2(4)	-	6(14)	-
Universite de Sherbrooke	-	-	-	-
Simon Fraser University	1(9)	-	-	-
Sir George Williams University	5(11)	-	3(7)	-
University of Toronto	8(53)	-	-	-
Waterloo Lutheran University	1(9)	-	-	-
University of Western Ontario	3(6)	-	3(6)	-
University of Windsor	-	-	-	-
York University	3(7)	-	3(6)	-
Total Number of Faculty	65(7)	7	57(6)	2

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

designation, and 57 (6 percent) held only a bachelor's degree[19]. Similarly, 2 part-time faculty members held the doctorate, 11 held master's degrees, 10 held a law degree, 7 held a professional accounting designation, and 2 held only the baccalaureate.

The number of full-time faculty members ranged from 4 at both Bishop's and Laurentian to 97 at L'Ecole des Hautes Etudes Commerciales. Seven of the smaller schools (Acadia, Lakehead, Laurentian, Loyola, Mount Allison, New Brunswick, and Saint Mary's), did not have any members who possessed the doctorate. Otherwise, the number of doctorates held ranged from 1 at each of Bishop's (25 percent), Saint Francis Xavier (17 percent), and Toronto (7 percent) to 37 (62 percent) at the University of Alberta. Only two schools, Simon Fraser and York, exceeded Alberta's percentage. Simon Fraser's 8 doctorates represented 73 percent of the business teaching staff and York's 28 doctorates represented 64 percent of its total faculty.

Mount Allison was the only school where none of the faculty members possessed a degree above the accounting designation level. Simon Fraser had two members with

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[19] In all cases, to avoid an element of double-counting, only the highest degree most directly relevant to the teaching of business administration was considered in the compilation of Table 3-12.

master's degrees who comprised 18 percent of the faculty. Otherwise, the number of master's degrees ranged from 3 at each of Bishop's (75 percent), Calgary (25 percent), Dalhousie (30 percent), and Laurentian (75 percent) to 49 (59 percent) at Laval. Eleven schools, although they had fewer master's degrees among their faculties in absolute numbers, equalled or exceeded Laval in percentage terms. These schools consisted of Acadia 7 (70 percent), Bishop's 3 (75 percent), Carleton 7 (64 percent), Lakehead 10 (91 percent), Laurentian 3 (75 percent), Manitoba 26 (74 percent), Memorial 9 (75 percent), New Brunswick 8 (80 percent), Saint Francis Xavier 5 (83 percent), Saskatchewan (Regina) 13 (59 percent), and Sherbrooke 37 (73 percent).

In addition, Table 3-12 indicates that 16 of the 34 schools had a total of 29 faculty members who possessed law degrees[20]. Twenty-five of the 34 schools had a total of 65 faculty members who possessed professional accounting designations. In some instances, they accounted for a high percentage of the total faculty. Finally, 14 of the 34 schools had a total of 57 individuals who did not hold a terminal degree above the bachelor's level. In several

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[20]This classification includes only LL.B. or licentiate degrees in law.

cases, as with accounting designations, their percentage representation was relatively high[21].

In the following examination of the terminal degrees of undergraduate business school faculty, the geographic regions previously utilized in the review of the curricula will be employed. The analysis will consist primarily of an examination of the number of doctorates as opposed to master's degrees held relative to the total degrees for each group. The terminal degrees of other faculty members will also be discussed where appropriate.

(1) The Western Canadian Schools: As Table 3-13 illustrates, this group included several relatively large schools among its seven members[22]. The group employed a total of 242 full-time faculty members and an additional 9 on a part-time basis. The number of full-time faculty members ranged from 11 at Simon Fraser to 60 at Alberta. The total of the seven schools' full-time faculty resulted in an average faculty size of 35 members. Of the full-time

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[21] In such instances, their absolute numbers were small indicating that they were members of the smaller schools (as indicated by the number of faculty).

[22] This refers to the size of school as indicated by the number of faculty members. Although the number of faculty members provides a general indication of a school's size, it does not consider the distortion that can occur as a result of student/faculty ratios. For example, in two schools with an equal number of students, a supposedly large school could have a very low student/faculty ratio and a supposedly small school might have a high student/faculty ratio.

TABLE 3-13

TERMINAL DEGREES HELD BY FACULTY OF THE WESTERN CANADIAN SCHOOLS
(Percentages in parentheses)

	University of Alberta	University of British Columbia	University of Calgary	University of Manitoba
Doctoral Degree				
Full-Time	37(62)	31(54)	6(50)	5(14)
Part-Time	-	1	-	-
Master's Degree				
Full-Time	22(37)	21(37)	3(25)	26(74)
Part-Time	-	3	-	-
Law Degree				
Full-Time	-	2(4)	1(8)	-
Part-Time	-	-	-	-
Professional Accounting Designation				
Full-Time	1(1)	1(1)	2(17)	2(6)
Part-Time	-	1	-	-
Baccalaureate Degree				
Full-Time	-	2(4)	-	2(6)
Part-Time	-	-	-	-
Total Number of Faculty				
Full-Time	60	57	12	35
Part-Time	-	5	-	-

TABLE 3-13 - Continued

	University of Saskatchewan (Regina)	University of Saskatchewan (Saskatoon)	Simon Fraser University	Total
Doctoral Degree				
Full-Time	4(18)	11(24)	8(73)	102(42)
Part-Time	-	-	-	1
Master's Degree				
Full-Time	13(59)	23(51)	2(18)	110(43)
Part-Time	-	-	1	4
Law Degree				
Full-Time	2(9)	3(7)	-	8(4)
Part-Time	-	-	3	3
Professional Accounting Designation				
Full-Time	-	2(4)	1(9)	9(4)
Part-Time	-	-	-	1
Baccalaureate Degree				
Full-Time	3(14)	6(14)	-	13(7)
Part-Time	-	-	-	-
Total Number of Faculty				
Full-Time	22	45	11[a]	242
Part-Time	-	-	4	9

(a) This compilation includes only those members of the Department of Economics and Commerce who are listed in the Calendar as teaching business subjects.

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

faculty members, 102 (42 percent of the total number) held the doctorate and 110 (43 percent) held master's degrees. Furthermore, 8 (4 percent) held law degrees, 9 (4 percent) held professional accounting designations, and 13 (7 percent) held bachelor's degrees. Similarly, 1 part-time member held a doctorate, 4 held master's degrees, 3 held law degrees, and 1 held an accounting designation.

The number of doctorates ranged from 4 (18 percent of the full-time faculty) at Saskatchewan (Regina)[23] to 37 (62 percent) at Alberta[24]. The number of full-time faculty who possessed master's degrees ranged from 2 (18 percent) at Simon Fraser to 26 (74 percent) at Manitoba. Among the four schools where some full-time faculty members possessed law degrees, a range from 1 at Calgary to 3 at Saskatchewan (Saskatoon) existed. Similarly, at six schools in the group where accounting designations were held by some members[25], three schools had 1 such member and three schools had 2 such members. Finally, of the four schools that had staff members who held baccalaureates only, a range from 2 at each of British Columbia and Manitoba to 6 at Saskatchewan (Saskatoon) was evident.

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[23]The 5 members who possessed doctoral degrees at Manitoba represented only 14 percent of the total faculty.

[24]The 8 members who possessed doctoral degrees at Simon Fraser represented 73 percent of the total faculty.

[25]The only exception was Saskatchewan (Regina) where no members held accounting designations.

(2) The Ontario Schools: This group of eleven schools, as shown by Table 3-14, also employed a total of 242 full-time faculty members and an additional 13 members on a part-time basis. The range of full-time members extended from 4 at Laurentian to 51 at Western Ontario for an average faculty size of 22. A total of 98 individuals (40 percent of the total number) possessed doctoral degrees and 102 individuals (42 percent) held master's degrees. Furthermore, 9 (4 percent) held law degrees, 24 (10 percent) held professional accounting designations, and 9 (4 percent) held only bachelor's degrees. The group's 13 part-time faculty members held 1 doctorate, 4 master's degrees, 3 law degrees, 4 accounting designations, and 1 baccalaureate respectively.

The number of individuals who possessed a doctorate ranged from 1 (7 percent of the full-time faculty) at Toronto[26] to 28 (64 percent) at York. The number of full-time faculty members who held master's degrees ranged from 3 (75 percent) at Laurentian to 20 (39 percent) at Western Ontario[27]. Of the five schools where members

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[26] The faculties at Lakehead and Laurentian did not include any members who held the doctorate.

[27] York had the smallest percentage representation of master's degrees where 10 such individuals comprised 23 percent of the faculty. Similarly, Lakehead had the largest percentage representation where 10 members with master's degrees comprised 91 percent of the total faculty.

TABLE 3-14

TERMINAL DEGREES HELD BY FACULTY OF THE ONTARIO SCHOOLS
(Percentages in parentheses)

	Carleton University	Lakehead University	Laurentian University	McMaster University
Doctoral Degree				
Full-Time	3(27)	-	-	11(55)
Part-Time	-	-	-	-
Master's Degree				
Full-Time	7(64)	10(91)	3(75)	8(40)
Part-Time	1	-	-	1
Law Degree				
Full-Time	1(9)	-	-	1(5)
Part-Time	-	-	1	-
Professional Accounting Designation				
Full-Time	-	-	1(25)	-
Part-Time	3	-	-	-
Baccalaureate Degree				
Full-Time	-	1(9)	-	-
Part-Time	-	-	-	-
Total Number of Faculty				
Full-Time	11	11	4	20
Part-Time	4	-	1	1

TABLE 3-14 - Continued

	University of Ottawa	Queen's University	University of Toronto	Waterloo Lutheran University
Doctoral Degree				
Full-Time	4(27)	16(40)	1(7)	2(18)
Part-Time	1	-	-	-
Master's Degree				
Full-Time	5(33)	17(43)	6(40)	6(55)
Part-Time	2	-	-	-
Law Degree				
Full-Time	-	3(7)	-	2(18)
Part-Time	2	-	-	-
Professional Accounting Designation				
Full-Time	6(40)	2(5)	8(53)	1(9)
Part-Time	1	-	-	-
Baccalaureate Degree				
Full-Time	-	2(5)	-	-
Part-Time	1	-	-	-
Total Number of Faculty				
Full-Time	15	40	15	11
Part-Time	7	-	-	-

TABLE 3-14 - Continued

	University of Western Ontario	University of Windsor	York University	Total
Doctoral Degree				
Full-Time	25(49)	8(40)	28(64)	98(40)
Part-Time	-	-	-	1
Master's Degree				
Full-Time	20(39)	10(50)	10(23)	102(42)
Part-Time	-	-	-	4
Law Degree				
Full-Time	-	2(10)	-	9(4)
Part-Time	-	-	-	3
Professional Accounting Designation				
Full-Time	3(6)	-	3(7)	24(10)
Part-Time	-	-	-	4
Baccalaureate Degree				
Full-Time	3(6)	-	3(6)	9(4)
Part-Time	-	-	-	1
Total Number of Faculty				
Full-Time	51	20	44	242
Part-Time	-	-	-	13

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

possessed law degrees, a range existed from 1 at both Carleton and McMaster to 3 at Queen's. Similarly, at seven schools in this group where some members held accounting designations, their numbers extended from 1 at both Laurentian and Waterloo Lutheran to 8 at Toronto[28]. Finally, faculty members holding only baccalaureates numbered 1 at Lakehead, 2 at Queen's, and 3 at both Western and York.

(3) The French-Speaking Schools: As is indicated by Table 3-15, Canada's French-speaking business schools employed a total of 253 full-time faculty members and 2 others on a part-time basis. The number of full-time members ranged from 22 at Moncton to 97 at L'Ecole des Hautes Etudes Commerciales. Of the full-time members, 72 (29 percent of the total number) held the doctorate and 142 (56 percent) held master's degrees. In addition, 7 (2 percent) held law degrees, 3 (1 percent) held professional accounting designations, and 29 (12 percent) held bachelor's degrees.

The number of doctorates ranged from 6 (27 percent of the full-time faculty) at Moncton to 31 (31 percent) at L'Ecole. The number of members who held master's degrees extended from 12 (55 percent) at Moncton to 49 (59 percent) at Laval[29]. Of the three schools where law degrees were

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[28] At Toronto, professional accounting designations were held by 53 percent of the undergraduate faculty.

[29] L'Ecole des Hautes Etudes Commerciales' 44 members with master's degrees represented only 46 percent of the total faculty and Sherbrooke's 37 members with master's degrees accounted for 73 percent of the faculty.

TABLE 3-15

TERMINAL DEGREES HELD BY FACULTY OF THE FRENCH-SPEAKING SCHOOLS
(Percentages in parentheses)

	Ecole des Hautes Etudes Commerciales	Laval University	Universite of Moncton	Universite de Sherbrooke	Total
Doctoral Degree					
Full-Time	31(32)	23(28)	6(27)	12(24)	72(29)
Part-Time	-	-	-	-	-
Master's Degree					
Full-Time	44(45)	49(59)	12(55)	37(73)	142(56)
Part-Time	-	-	-	-	-
Law Degree					
Full-Time	2(2)	3(3)	-	2(3)	7(2)
Part-Time	-	-	2	-	2
Professional Accounting Designation					
Full-Time	1(1)	-	2(9)	-	3(1)
Part-Time	-	-	-	-	-
Baccalaureate Degree					
Full-Time	19(20)	8(10)	2(9)	-	29(12)
Part-Time	-	-	-	-	-
Total Number of Faculty					
Full-Time	97	83	22	51	253
Part-Time	-	-	2	-	2

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

held by some members, L'Ecole had 2 (2 percent), Laval had 3 (3 percent), and Sherbrooke had 2 (3 percent). Similarly, L'Ecole and Moncton had 1 member (1 percent) and 2 members (9 percent) respectively who held accounting designations. Finally, of the three schools where some members held only bachelor's degrees, 19 (20 percent) were resident at L'Ecole, 8 (10 percent) were at Laval, and 2 (9 percent) were at Moncton.

(4) The English-Speaking Schools of Quebec:

Quebec's English-speaking business schools, as Table 3-16 illustrates, employed 92 full-time and 2 part-time faculty members. The number of full-time members ranged from 4 at Bishop's to 45 at Sir George Williams. Of the full-time members, 33 (36 percent of the total number) held doctoral degrees and 43 (47 percent) held master's degrees. In addition, 1 member held a law degree (1 percent), 11 held professional accounting designations (12 percent), and 4 held only a baccalaureate (4 percent). Bishop's had 2 part-time faculty members who held a law degree and an accounting designation respectively.

The 33 doctoral degrees included 1 (25 percent of the faculty) at Bishop's, 14 (31 percent) at Sir George Williams, and 18 (56 percent) at McGill[30]. The number of

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[30]Loyola's faculty did not include any members who held the doctorate.

TABLE 3-16

TERMINAL DEGREES HELD BY FACULTY OF THE ENGLISH-SPEAKING QUEBEC SCHOOLS
(Percentages in parentheses)

	Bishop's University	Loyola College	McGill University	Sir George Williams University	Total
Doctoral Degree					
Full-Time	1(25)	-	18(56)	14(31)	33(36)
Part-Time	-	-	-	-	-
Master's Degree					
Full-Time	3(75)	6(55)	12(38)	22(49)	43(47)
Part-Time	-	-	-	-	-
Law Degree					
Full-Time	-	-	-	1(2)	1(1)
Part-Time	1	-	-	-	1
Professional Accounting Designation					
Full-Time	-	5(45)	1(3)	5(11)	11(12)
Part-Time	1	-	-	-	1
Baccalaureate Degree					
Full-Time	-	-	1(3)	3(7)	4(4)
Part-Time	-	-	-	-	-
Total Number of Faculty					
Full-Time	4	11	32	45	92
Part-Time	2	-	-	-	2

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above

master's degrees ranged from 3 (75 percent)[31] at Bishop's to 22 (49 percent) at Sir George Williams. The latter had a member who possessed a law degree and represented 2 percent of the faculty. Members who held accounting designations included 1 (3 percent) at McGill, 5 (11 percent) at Sir George Williams, and 5 (45 percent) at Loyola. Finally, McGill and Sir George Williams had 1 member (3 percent) and 3 members (7 percent) respectively who held only bachelor's degrees.

(5) The Eastern Canadian Schools: Judging by the size of their respective faculties, as shown by Table 3-17, the eight Eastern Canadian undergraduate business schools appeared to be very small indeed. A total of 71 full-time and 6 part-time faculty members were employed. The number of full-time members ranged from 5 at Mount Allison to 12 at Memorial. This resulted in an average faculty size of about 9 members. Of the full-time faculty members, 7 (10 percent of the total number) held the doctorate but they were resident at only three of the schools. Master's degrees were held by 40 members (56 percent) and were found at all schools except Mount Allison. In addition, three schools had a combined total

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[31]Loyola's 6 members who held master's degrees represented 55 percent of the faculty, and McGill's 12 members represented 38 percent of the total faculty.

TABLE 3-17

TERMINAL DEGREES HELD BY FACULTY OF THE EASTERN CANADIAN SCHOOLS
(Percentages in parentheses)

	Acadia University	Dalhousie University	Memorial University of Newfoundland	Mount Allison University
Doctoral Degree				
Full-Time	-	4(40)	2(17)	-
Part-Time	-	-	-	-
Master's Degree				
Full-Time	7(70)	3(30)	9(75)	-
Part-Time	-	3	-	-
Law Degree				
Full-Time	1(10)	-	-	-
Part-Time	-	-	-	-
Professional Accounting Designation				
Full-Time	2(20)	3(30)	1(8)	3(60)
Part-Time	-	-	-	-
Baccalaureate Degree				
Full-Time	-	-	-	2(40)
Part-Time	-	1	-	-
Total Number of Faculty				
Full-Time	10	10	12	5
Part-Time	-	4	-	-

TABLE 3-17 - Continued

	University of New Brunswick	University of Prince Edward Island	Saint Francis Xavier University	Saint Mary's University	Total
Doctoral Degree					
Full-Time	-	-	1(17)	-	7(10)
Part-Time	-	-		-	-
Master's Degree					
Full-Time	8(80)	4(57)	5(83)	4(36)	40(56)
Part-Time	-	-	-	-	3
Law Degree					
Full-Time	-	1(14)	-	2(18)	4(6)
Part-Time	-	-	1	-	1
Professional Accounting Designation					
Full-Time	2(20)	2(29)	-	5(46)	18(25)
Part-Time	-	-	1	-	1
Baccalaureate Degree					
Full-Time	-	-	-	-	2(3)
Part-Time	-	-	-	-	1
Total Number of Faculty					
Full-Time	10	7	6	11[a]	71
Part-Time	-	-	2	-	6

(a) See Table 3-12, Footnote "a" with respect to this data having been obtained from Saint Mary's University's 1968-1969 Calendar.

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

of 4 members (6 percent) with law degrees. Professional accounting designations were held by 18 full-time members (25 percent) and were present at all schools except Saint Francis Xavier. Mount Allison was the only school where some faculty members held only a bachelor's degree and 2 such members comprised the remaining 3 percent of the total Eastern Canadian business faculty.

The 7 doctorates included 4 (50 percent of the faculty) at Dalhousie, 2 (17 percent) at Memorial, and 1 (17 percent) at Saint Francis Xavier. The number of members who held master's degrees ranged from 3 (30 percent) at Dalhousie to 9 (75 percent) at Memorial[32]. Law degrees were held by 1 member (10 percent) at Acadia, 1 member (14 percent) at Prince Edward Island, and 2 members (18 percent) at Saint Mary's. The members who possessed accounting designations ranged from 1 (8 percent) at Memorial to 5 (46 percent) at Saint Mary's[33]. As previously mentioned, Mount Allison also had 2 members (40 percent) who possessed only baccalaureate degrees.

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[32]New Brunswick and Saint Francis Xavier had 8 and 4 members respectively who held master's degrees and who represented 80 percent and 83 percent of their respective faculties.

[33]Mount Allison's 3 members with professional accounting designations represented 60 percent of the faculty.

CHAPTER 4

CANADIAN GRADUATE BUSINESS EDUCATION

Graduate programs in business administration are offered by 18 universities in Canada[1]. All of these programs are of two years duration. As such, their completion requirements range from 60 credit-hours to 72 credit-hours for an average requirement of about 63 credit-hours. Special allowances are granted to students with undergraduate backgrounds in business administration and commerce. These individuals are generally required to take only the second year of the program and, as such, can normally complete the requirements in one year.

As in the Gordon-Howell and Pierson Reports, the Canadian graduate schools were of several types. Fifteen schools possessed faculty status; whereas, three were organized as separate departments within larger faculties[2]. With only one exception, all of the programs were offered by schools which also offered undergraduate programs[3].

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[1]The "sample" includes the M.B.A. program outlined in the 1970-1971 Calendar of the Universite of Moncton which will be offered in the academic year of 1971-1972.

[2]It is again noted that Appendix B of this report contains a listing of Canadian business schools by type of organization.

[3]The graduate business program at the University of Toronto, unlike the previously noted undergraduate program (Table 3-1, Footnote "p"), is offered through the School of Business. The school offers graduate programs exclusively.

In the investigation of the programs offered, a number of aspects of these business schools will be examined. Initially, as in the previous chapter, the respective curricula and faculties of the 18 schools will be scrutinized. These topics will be discussed in general terms and then categorized by geographical region for further analysis. These categories will consist of (1) the Western Canadian schools[4], (2) the Ontario schools[5], and (3) the Eastern Canadian schools[6]. Following this, a number of Canadian M.B.A. programs will be compared with their American counterparts on a selective basis, the primary criterion being geographical location. In addition, two appendices will contain data of relevance to graduate business schools. First, a timely topic, the national origin of graduate business school faculty, will be examined on a comparative basis. Second, the terminal degree sources of all faculty members holding the doctorate will be investigated. These two topics will be discussed in Appendices D and E respectively.

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[4]The University of Alberta, the University of British Columbia, the University of Manitoba, the University of Saskatchewan (Saskatoon), and Simon Fraser University comprise this group.

[5]McMaster University, Queen's University, the University of Toronto, the University of Western Ontario, the University of Windsor, and York University comprise this group.

[6]Dalhousie University, L'Ecole des Hautes Etudes Commerciales, Laval University, McGill University, the Universite of Moncton, the Universite de Sherbrooke, and Sir George Williams University comprise this group.

(a) Examination of the Curricula

As a result of the data sources employed, it was impossible to consistently determine first year as opposed to second year program requirements. For this reason, all graduate programs will be examined with respect to their total two-year curricula. The authors of the Gordon-Howell and Pierson Reports believed that if a well-balanced education for business was to be achieved, the curriculum had to be relatively structured in its specified courses. Furthermore, if specialization in any one area was desireable (primarily through electives), it was most appropriate at the graduate level. For this reason, the curricula will be analyzed with respect to two components, specified course requirements and electives. This will give an indication of the extent to which specialization is possible within a given program.

Within the 18 business schools where graduate work was offered, Table 4-1 indicates that the specified course requirements ranged from 30 and 33 hours (50 percent of the total curriculum) at Moncton and Toronto respectively to 60 and 72 hours (100 percent) at Laval and Simon Fraser respectively. This resulted in a national average requirement of 45 hours of specified courses or about 71 percent of the curriculum. Similarly, the electives ranged from 9 hours (15 percent) at both McGill and Sherbrooke to 30 hours

TABLE 4-1

CURRICULA REQUIREMENTS IN TERMS OF CREDIT HOURS FOR 18 GRADUATE BUSINESS SCHOOLS
(Percentages in parentheses)

Graduate Business Courses	University of Alberta	University of British Columbia	Dalhousie University	Ecole des Hautes Etudes Commerciales	Laval University
Financial Accounting	3	-	3	-	-
Managerial Accounting	3	6	3	3	3
Business Finance	-[a]	3	6	3	3
Marketing	-[a]	3	3	3	3
Industrial Relations	-[a]	-	-	3	3
Business Law	-	-	-	-	-
Introduction to Computers	-	3	-	-	-
Operations Research	3	6	6	3	3
Production	-	-	-	3	3
Statistics and Statistical Analysis	6	3	3	3	-
Behavioral Science	3	-	-	3	-
Organizational Behavior	6	3	6	3	12
Environment of Business	3	-	-	-	6
Business Policy	3	6	6	6	6
Micro Economics	3	-	3	3	-

(a) In the first year of its program, the University of Alberta requires the completion of two of these three 3 hour courses.

TABLE 4-1 - Continued

	University of Alberta	University of British Columbia	Dalhousie University	Ecole des Hautes Etudes Commerciales	Laval University
Macro Economics	3	-	3	3	3
Thesis Required	12	-	-	-	-
Thesis Optional	-	6	-	6	-
Research Project Required	-	-	-	-	12
Research Project Optional	-	-	-	-	-
Research Methodology	-	-	-	-	-
Transportation Policy	-	3	-	-	-
Total Specified Courses	48(80)	36(60)	42(64)	39(59)	60(100)
Electives	12(20)	24(40)	24(36)	27(41)	-
Total Credit Hours Required	60	60	66	66	60

TABLE 4-1 - Continued

Graduate Business Courses	University of Manitoba	McGill University	McMaster University	Universite of Moncton	Queen's University
Financial Accounting	3	-	3	-	3
Managerial Accounting	3	3	3	6	3
Business Finance	3	3	3	3	3
Marketing	3	3	3	3	3
Industrial Relations	-	-	-	-	3
Business Law	-	-	-	3	-
Introduction to Computers	6	3	-	3	3
Operations Research	6	6	-	3	3
Production	3	3	3	-	3
Statistics and Statistical Analysis	3	3	3	3	3
Behavioral Science	3	3	3	-	-
Organizational Behavior	3	3	3	6	3
Environment of Business	3	3	-	-	-
Business Policy	3	3	3	-	6
Micro Economics	3	3	3	-	3
Macro Economics	3	-	3	-	3
Thesis Required	-	-	-	-	-
Thesis Optional	-	-	-	-	9
Research Project Required	12	12	-	-	-
Research Project Optional	-	-	3	-	6

TABLE 4-1 - Continued

	University of Manitoba	McGill University	McMaster University	Universite of Moncton	Queen's University
Research Methodology	-	-	-	-	-
Transportation Policy	-	-	-	-	-
Total Specified Courses	60(83)	51(85)	33(55)	30(50)	42(64)
Electives	12(17)	9(15)	27(45)	30(50)	24(36)
Total Credit Hours Required	72	60	60	60[b]	66

(b) Although the required curriculum is outlined in the current Calendar, the graduate program in Business Administration at the Universite of Moncton does not officially begin until the 1971-1972 academic year.

TABLE 4-1 - Continued

Graduate Business Courses	University of Saskatchewan (Saskatoon)	Universite de Sherbrooke	Simon Fraser University	Sir George Williams University
Financial Accounting	3	-	-	3
Managerial Accounting	3	3	6	3
Business Finance	3	6	-	6
Marketing	3	3	6	6
Industrial Relations	3	3	-	-
Business Law	-	-	-	-
Introduction to Computers	3	3	-	-
Operations Research	3	6	6	6
Production	-	3	-	6
Statistics and Statistical Analysis	3	-	-	-
Behavioral Science	-	-	9	-
Organizational Behavior	3	9	9	6
Environment of Business	3	3	6	3
Business Policy	3	3	6	3
Micro Economics	3	3	6	3
Macro Economics	3	3	-	3
Thesis Required	-[c]	-	-	-
Thesis Optional	-	-	-	-
Research Project Required	-	-	12	6
Research Project Optional	-	-	-	-

(c) A thesis is required by the University of Saskatchewan although it does not carry any actual class credit.

TABLE 4-1 - Continued

	University of Saskatchewan (Saskatoon)	Universite de Sherbrooke	Simon Fraser University	Sir George Williams University
Research Methodology	6	3	6	-
Transportation Policy	-	-	-	-
Total Specified Courses	45(75)	51(85)	72(100)	54(82)
Electives	15(25)	9(15)	-	12(18)
Total Credit Hours Required	60	60	72	66

TABLE 4-1 - Continued

Graduate Business Courses	University of Toronto	University Western Ontario	University of Windsor	York University
Financial Accounting	3	-	4	-
Managerial Accounting	3	6	4	3
Business Finance	3	6	4	3
Marketing	3	6	4	3
Industrial Relations	-	-	2	-
Business Law	-	-	-	-
Introduction to Computers	-	-	4	-
Operations Research	-	6	-	3
Production	3	6	4	
Statistics and Statistical Analysis	-	-	4	3
Behavioral Science	-	-	-	-
Organizational Behavior	6	6	2	6
Environment of Business	-	-	-	3
Business Policy	6	6	4	6
Micro Economics	3	-	-	3
Macro Economics	3	3	-	3
Thesis Required	-	-	-	-
Thesis Optional	-	12	-	-
Research Project Required	-	-	2	-
Research Project Optional	-	-	-	-

TABLE 4-1 - Continued

	University of Toronto	University of Western Ontario	University of Windsor	York University
Research Methodology	-	-	-	-
Transportation Policy	-	-	-	-
Total Specified Courses	33(50)	45(65)	38(58)	36(60)
Electives	33(50)	24(35)	28(42)	24(40)
Total Credit Hours Required	66	69	66	60

Source: Examination of 1970-71 Calendars and other available literature published by the Canadian Universities listed above.

and 33 hours (50 percent) at Moncton and Toronto respectively[7]. This resulted in a national average electives requirement of 18 hours for 29 percent of the curriculum.

(1) The Western Canadian Schools: As Table 4-2 indicates, Simon Fraser was the only graduate business school in this group that specified all of the courses required to complete the total program of 72 hours. At the other four schools, the specified courses component ranged from 36 hours (60 percent of the total curriculum) at British Columbia to 60 hours (83 percent) at Manitoba. This resulted in an average requirement of 48 hours or 75 percent of the curriculum. The electives ranged from 12 hours at Alberta and Manitoba (20 percent and 17 percent respectively) to 24 hours (40 percent) at British Columbia. With Saskatchewan's requirement of 15 hours (25 percent), the resulting average requirement was 15 hours or 25 percent of the curriculum. The foregoing data indicates that the latter four schools' average specified courses requirement exceeded the national average by 3 hours (4 percent). The total program requirements were 60 hours at each of Alberta, British Columbia, and Saskatchewan and 72 hours at Manitoba.

(2) The Ontario Schools: The specified courses component of this group's members, as shown by Table 4-3,

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[7]Laval and Simon Fraser, of course, did not allow any electives.

TABLE 4-2

COURSE REQUIREMENTS IN TERMS OF CREDIT HOURS FOR THE WESTERN CANADIAN SCHOOLS
(Percentages in parentheses)

	University of Alberta	University of British Columbia	University of Manitoba	University of Saskatchewan (Saskatoon)	Simon Fraser University
Graduate Courses					
Financial Accounting	3	-	3	3	-
Managerial Accounting	3	6	3	3	6
Business Finance	-[a]	3	3	3	-
Marketing	-[a]	3	3	3	6
Industrial Relations	-[a]	-	-	3	-
Business Law	-	-	-	-	-
Introduction to Computers	-	3	6	3	-
Operations Research	3	6	6	3	6
Production	-	-	3	-	-
Statistics and Statistical Analysis	6	3	3	3	-
Behavioral Science	3	-	3	-	9
Organizational Behavior	6	3	3	3	9
Environment of Business	3	-	3	3	6
Business Policy	3	6	3	3	6

(a) In the first year of its program, the University of Alberta requires the completion of two of these three 3 hour courses.

TABLE 4-2 - Continued

	University of Alberta	University of British Columbia	University of Manitoba	University of Saskatchewan (Saskatoon)	Simon Fraser University
Micro Economics	3	-	3	3	6
Macro Economics	3	-	3	3	-
Thesis Required	12	-	-	-[b]	-
Thesis Optional	-	6	-	-	-
Research Project Required	-	-	12	-	12
Research Project Optional	-	-	-	-	-
Research Methodology	-	-	-	6	6
Transportation Policy	-	3	-	-	-
Total Specified Courses	48(80)	36(60)	60(83)	45(75)	72(100)
Electives	12(20)	24(40)	12(17)	15(25)	-
Total Credit Hours Required	60	60	72	60	72

(b) A thesis is required by the University of Saskatchewan although it does not carry any actual class credit.

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

TABLE 4-3

COURSE REQUIREMENTS IN TERMS OF CREDIT HOURS FOR THE ONTARIO SCHOOLS
(Percentages in parentheses)

	McMaster University	Queen's University	University of Toronto	University of Western Ontario	University of Windsor	York University
Graduate Courses						
Financial Accounting	3	3	3	-	4	-
Managerial Accounting	3	3	3	6	4	3
Business Finance	3	3	3	6	4	3
Marketing	3	3	3	6	4	3
Industrial Relations	-	3	-	-	2	-
Business Law	-	-	-	-	-	-
Introduction to Computers	-	3	-	-	4	-
Operations Research	-	3	-	6	-	3
Production	3	3	3	6	4	
Statistics and Statistical Analysis	3	3	-	-	4	3
Behavioral Science	3	-	-	-	-	-
Organizational Behavior	3	3	6	6	2	6
Environment of Business	-	-	-	-	-	3
Business Policy	3	6	6	6	4	6
Micro Economics	3	3	3	-	-	3
Macro Economics	3	3	3	3	-	3
Thesis Required	-	-	-	-	-	-
Thesis Optional	-	9	-	12	-	-
Research Project Required	-	-	-	-	2	-
Research Project Optional	3	6	-	-	-	-

TABLE 4-3 - Continued

	McMaster University	Queen's University	University of Toronto	University of Western Ontario	University of Windsor	York University
Research Methodology	-	-	-	-	-	-
Transportation Policy	-	-	-	-	-	-
Total Specified Courses	33(55)	42(64)	33(50)	45(65)	38(58)	36(60)
Electives	27(45)	24(36)	33(50)	24(35)	28(42)	24(40)
Total Credit Hours Required	60	66	66	69	66	60

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

ranged from 33 hours at McMaster and Toronto (55 percent and 50 percent respectively) to 45 hours (65 percent) at Western Ontario. This resulted in an average requirement of 37 hours or 59 percent of the curriculum. The electives ranged from 24 hours at each of Queen's (36 percent), Western Ontario (35 percent), and York (40 percent) to 33 hours (50 percent) at Toronto. This group's six members averaged 27 hours of electives for 41 percent of the curriculum. The foregoing data indicates that the group's average specified courses requirement was 8 hours (12 percent) less than the national average. The total program requirements were 60 hours at both McMaster and York, 66 hours at each of Queen's,Toronto and Windsor, and 69 hours at Western Ontario.

(3) The Eastern Canadian Schools: The curricula content of this group can be analyzed better by further categorizing the group into (i) the English-speaking schools, and (ii) the French-speaking schools:

(i) The English-speaking schools: As illustrated by Table 4-4, the specified courses component of these three schools curricula extended from 42 hours (64 percent) at Dalhousie to 51 hours (85 percent) and 54 hours (82 percent) at McGill and Sir George Williams respectively. Similarly, the electives component of the curricula included 9 hours (15 percent) at McGill, 12 hours (18 percent) at Sir George Williams, and 24 hours (36 percent) at Dalhousie. The two Quebec schools average specified courses requirement of 52 hours (83 percent) exceeded the national average by 7 hours

TABLE 4-4

COURSE REQUIREMENTS IN TERMS OF CREDIT HOURS FOR THE EASTERN ENGLISH-SPEAKING SCHOOLS
(Percentages in parentheses)

	Dalhousie University	McGill University	Sir George Williams University
Graduate Courses			
Financial Accounting	3	-	3
Managerial Accounting	3	3	3
Business Finance	6	3	6
Marketing	3	3	6
Industrial Relations	-	-	-
Business Law	-	-	-
Introduction to Computers	-	3	-
Operations Research	6	6	6
Production	-	3	6
Statistics and Statistical Analysis	3	3	-
Behavioral Science	-	3	-
Organizational Behavior	6	3	6
Environment of Business	-	3	3
Business Policy	6	3	3
Micro Economics	3	3	3
Macro Economics	3	-	3
Thesis Required	-	-	-
Thesis Optional	-	-	-
Research Project Required	-	12	6
Research Project Optional	-	-	-

TABLE 4-4 - Continued

	Dalhousie University	McGill University	Sir George Williams University
Research Methodology	-	-	-
Transportation Policy	-	-	-
Total Specified Courses	42(64)	51(85)	54(82)
Electives	24(36)	9(15)	12(18)
Total Credit Hours Required	66	60	66

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

(12 percent); whereas, Dalhousie's requirement was 3 hours (7 percent) less than the national average. Total curriculum requirements were 60 hours at McGill and 66 hours at both Dalhousie and Sir George Williams.

(ii) The French-speaking schools: The specified courses component of these four schools' curricula, as indicated by Table 4-5, extended from 30 hours (50 percent) at Moncton, 39 hours (59 percent) at L'Ecole des Hautes Etudes Commerciales, and 51 hours (85 percent) at Sherbrooke to 60 hour (100 percent) at Laval. Similarly, the electives component of the curricula ranged from 9 hours (15 percent) at Sherbrooke, and 27 hours (41 percent) at L'Ecole to 30 hours (50 percent) at Moncton. As a result, Moncton and L'Ecole's specified courses components were 15 hours (21 percent) and 6 hours (12 percent) less than the national average respectively; whereas, Sherbrooke's requirement exceeded the national average by 6 hours (14 percent). Total curriculum requirements were 60 hours at all schools except L'Ecole where the requirement was 66 hours.

The Graduate Business Faculty

The analysis of Canadian graduate business school faculty poses somewhat of a problem due to the sources of data employed. Eleven of the schools provided identical

TABLE 4-5

COURSE REQUIREMENTS IN TERMS OF CREDIT HOURS FOR THE EASTERN FRENCH-SPEAKING SCHOOLS
(Percentages in parentheses)

	Ecole des Hautes Etudes Commerciales	Laval University	Universite of Moncton
Graduate Courses			
Financial Accounting	-	-	-
Managerial Accounting	3	3	6
Business Finance	3	3	3
Marketing	3	3	3
Industrial Relations	3	3	-
Business Law	-	-	3
Introduction to Computers	-	-	3
Operations Research	3	3	3
Production	3	3	-
Statistics and Statistical Analysis	3	-	3
Behavioral Science	3	-	-
Organizational Behavior	3	12	6
Environment of Business	-	9	-
Business Policy	6	6	-
Micro Economics	3	-	-
Macro Economics	3	3	-
Thesis Required	-	-	-
Thesis Optional	6	-	-
Research Project Required	-	12	-
Research Project Optional	-	-	-

TABLE 4-5 - Continued

	Ecole des Hautes Etudes Commerciales	Laval University	University of Moncton
Research Methodology	-	-	-
Transportation Policy	-	-	-
Total Specified Courses	39(59)	60(100)	30(50)
Electives	27(41)	-	30(50)
Total Credit Hours Required	66	60	60[a]

(a) Although the required curriculum is outlined in the 1970-1971 Calendar, the graduate program in Business Administration at the Universite of Moncton does not officially begin until the 1971-1972 academic year.

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

or almost identical faculty listings for both their undergraduate and graduate programs[8]. Presumably, most of the lesser qualified faculty would be confined to undergraduate teaching duties only. To the extent that this is valid, the number of faculty members who possessed advanced degrees and who were devoted to graduate teaching is understated when expressed as a percentage of the total faculty. For purposes of this project, however, it was assumed that the number of faculty members listed with respect to graduate programs was correct.

The combined faculty in the 18 Canadian graduate business schools under consideration, as indicated by Table 4-6, numbered 695 full-time and 19 part-time (where indicated as such) for a total of 714. Of the full-time faculty members, 296 (43 percent of the total number) held the doctorate, and 316 (45 percent) held a master's degree. Furthermore, 13 (2 percent) held law degrees, 21(3 percent) held professional accounting designations, and 49 (7 percent) held only a bachelor's degree[9]. Similarly, 5 part-time members held the

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[8]L'Ecole des Hautes Etudes Commerciales, Laval University, the University of Manitoba, the Universite of Moncton, the Universite de Sherbrooke, Simon Fraser University, the University of Windsor and York University provided identical faculty listings; whereas, McGill University, Queen's University and the University of Saskatchewan provided almost identical listings for both their undergraduate and graduate programs.

[9]As in the previous chapter, to avoid an element of double-counting, only the highest degree most directly relevant to the teaching of business administration was considered in the compilation of Table 4-6.

TABLE 4-6

TERMINAL DEGREES HELD BY FACULTY OF 18 GRADUATE BUSINESS SCHOOLS
(Percentages in parentheses)

	Total Number of Faculty		Doctoral Degree	
	Full-Time	Part-Time	Full-Time	Part-Time
University of Alberta	50	-	37(74)	-
University of British Columbia	42	-	27(64)	-
Dalhousie University	9	-	4(44)	-
Ecole des Hautes Etudes Commerciales	97[a]	-	31(32)	-
Laval University	83[a]	-	23(28)	-
University of Manitoba	35[a]	-	5(14)	-
McGill University	31[b]	-	18(57)	-
McMaster University	22	7	12(55)	3
Universite of Moncton	22[a]	2	6(27)	-
Queen's University	39[b]	-	15(39)	-
University of Saskatchewan (Saskatoon)	44[b]	-	12(27)	-
Universite de Sherbrooke	51[a]	-	12(24)	-
Simon Fraser University	11[a]	4	8(73)	-
Sir George Williams University	18	-	10(56)	-
University of Toronto	26	6	12(46)	2
University of Western Ontario	51	-	28(55)	-
University of Windsor	20[a]	-	8(40)	-
York University	44[a]	-	28(64)	-
Total Number of Faculty	695	19	296(43)	5

(a) The eight business schools in this category provide identical faculty listings for both their undergraduate and graduate programs. Presumably, lesser qualified faculty would be confined to undergraduate teaching duties. To the extent that the foregoing is valid, the number of faculty members possessing advanced degrees and who are devoted to graduate teaching will be understated when expressed as a percentage of total faculty members.

(b) With only minor variations, the faculty lists of the three schools in this category are

TABLE 4-6 - Continued

	Master's Degree		Law Degree	
	Full-Time	Part-Time	Full-Time	Part-Time
University of Alberta	12(24)	-	-	-
University of British Columbia	12(29)	-	-	-
Dalhousie University	5(56)	-	-	-
Ecole des Hautes Etudes Commerciales	44(45)	-	2(2)	-
Laval University	49(59)	-	3(3)	-
University of Manitoba	26(74)	-	-	-
McGill University	10(33)	-	-	-
McMaster University	9(40)	2	1(5)	-
Universite of Moncton	12(55)	-	-	2
Queen's University	18(46)	-	2(5)	-
University of Saskatchewan (Saskatoon)	25(57)	-	1(2)	-
Universite de Sherbrooke	37(73)	-	2(3)	-
Simon Fraser University	2(18)	1	-	3
Sir George Williams University	7(39)	-	-	-
University of Toronto	11(42)	3	-	1
University of Western Ontario	17(33)	-	-	-
University of Windsor	10(50)	-	2(10)	-
York University	10(23)	-	-	-
Total Number of Faculty	316(45)	6	13(2)	6

identical for both the undergraduate and graduate programs.

TABLE 4-6 - Continued

	Professional Accounting Designation		Baccalaureate Degree	
	Full-Time	Part-Time	Full-Time	Part-Time
University of Alberta	1(2)	-	-	-
University of British Columbia	1(2)	-	2(5)	-
Dalhousie University	-	-	-	-
Ecole des Hautes Etudes Commerciales	1(1)	-	19(20)	-
Laval University	-	-	8(10)	-
University of Manitoba	2(6)	-	2(6)	-
McGill University	1(3)	-	2(7)	-
McMaster University	-	1	-	1
Universite of Moncton	2(9)	-	2(9)	-
Queen's University	2(5)	-	2(5)	-
University of Saskatchewan (Saskatoon)	2(5)	-	4(9)	-
University de Sherbrooke	-	-	-	-
Simon Fraser University	1(9)	-	-	-
Sir George Williams University	1(5)	-	-	-
University of Toronto	1(4)	-	2(8)	-
University of Western Ontario	3(6)	-	3(6)	-
University of Windsor	-	-	-	-
York University	3(7)	-	3(6)	-
Total Number of Faculty	21(3)	1	49(7)	1

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

doctorate, 6 held master's degrees, 6 held a law degree, 1 held an accounting designation, and 1 held only a baccalaureate.

The number of full-time members ranged from 9 at Dalhousie to 97 at L'Ecole des Hautes Etudes Commerciales. The number of doctorates held ranged from 4 (44 percent of the faculty) at Dalhousie[10] to 37 (74 percent) at Alberta. As such, the University of Alberta had the largest number of faculty members who held doctoral degrees in both absolute and percentage terms. The number of faculty members who held master's degrees ranged from 2 (18 percent) at Simon Fraser to 49 (59 percent) at Laval[11].

The foregoing represents 88 percent of the graduate business school faculty as classified in Table 4-6. The remaining 12 percent is relatively small in absolute numbers (83 members) and scattered with respect to residence. As 65 of these 83 individuals (78 percent) are included in the undergraduate business faculty listings, any further discussion of them would probably not be particularly useful or meaningful.

In the following examination of the terminal degrees of graduate business school faculty, the geographical regions utilized in the review of the curricula will be employed. As in the previous chapter, the analysis will consist primarily

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[10]A greater number of doctorates represented a smaller percentage of the faculty at L'Ecole, Laval, Manitoba, Moncton, Queen's, Saskatchewan, Sherbrooke, and Windsor.

[11]Manitoba's 26 master's degree holders represented 74 percent of the faculty, and Sherbrooke's 37 master's degree holders represented 73 percent of the faculty.

of an examination of the number of doctorates as opposed to master's degrees held relative to the total degrees for each group. In addition, the terminal degrees of other faculty members will be discussed where appropriate.

(1) The Western Canadian Schools: The faculty listings accompanying graduate program descriptions for Manitoba and Simon Fraser were identical to those provided for their undergraduate programs. Saskatchewan's graduate faculty listing was essentially the same as its undergraduate counterpart. For these reasons, they will not be discussed in this chapter.

The graduate business studies brochures from the Universities of Alberta and British Columbia, however, listed faculties of 50 members and 42 members respectively. Table 4-7 indicates that Alberta's graduate faculty included 37 members (74 percent) who held doctoral degrees; whereas, British Columbia had 27 members (64 percent) who held doctorates. Alberta and British Columbia each had 12 members (24 percent and 29 percent respectively) with master's degrees. Both schools listed 1 member (2 percent in each case) who held a professional accounting designation. British Columbia also listed 2 members (5 percent) who held only baccalaureate degrees.

(2) The Ontario Schools: Only three Ontario schools (McMaster, Toronto, and Western Ontario) provided graduate faculty listings that were substantially different from their undergraduate listings.

McMaster, as shown by Table 4-8, listed 22 full-time

TABLE 4-7

TERMINAL DEGREES HELD BY FACULTY OF THE WESTERN CANADIAN SCHOOLS
(Percentages in parentheses)

	University of Alberta	University of British Columbia	University of Manitoba	University of Saskatchewan (Saskatoon)	Simon Fraser University	Total
Doctoral Degree						
Full-Time	37(74)	27(64)	5(14)	12(27)	8(73)	89
Part-Time	-	-	-	-	-	-
Master's Degree						
Full-Time	12(24)	12(29)	26(74)	25(57)	2(18)	77
Part-Time	-	-	-	-	1	1
Law Degree						
Full-Time	-	-	-	1(2)	-	1
Part-Time	-	-	-	-	3	3
Professional Accounting Designation						
Full-Time	1(2)	1(2)	2(6)	2(5)	1(9)	7
Part-Time	-	-	-	-	-	-
Baccalaureate Degree						
Full-Time	-	2(5)	2(6)	4(9)	-	8
Part-Time	-	-	-	-	-	-
Total Number of Faculty						
Full-Time	50	42	35[a]	44[b]	11[a]	182
Part-Time	-	-	-	-	4	4

(a) These two schools provide identical faculty listings for both their undergraduate and graduate programs.
(b) With only minor variations, the faculty list of this school is identical for both its undergraduate and graduate programs.

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

TABLE 4-8

TERMINAL DEGREES HELD BY FACULTY OF THE ONTARIO SCHOOLS
(Percentages in Parentheses)

	McMaster University	Queen's University	University of Toronto
Doctoral Degree			
Full-Time	12(55)	15(39)	12(46)
Part-Time	3	-	2
Master's Degree			
Full-Time	9(40)	18(46)	11(42)
Part-Time	2	-	3
Law Degree			
Full-Time	1(5)	2(5)	-
Part-Time	-	-	1
Professional Accounting Designation			
Full-Time	-	2(5)	1(4)
Part-Time	1	-	-
Baccalaureate Degree			
Full-Time	-	2(5)	2(8)
Part-Time	1	-	-
Total Number of Faculty			
Full-Time	22	39[a]	26
Part-Time	7	-	6

(a) With only minor variations, the faculty list of this school is identical for both its undergraduate and graduate programs.

TABLE 4-8 - Continued

	University of Western Ontario	University of Windsor	York University	Total
Doctoral Degree				
Full-Time	28(55)	8(40)	28(64)	103
Part-Time	-	-	-	5
Master's Degree				
Full-Time	17(33)	10(50)	10(23)	75
Part-Time	-	-	-	5
Law Degree				
Full-Time	-	2(10)	-	5
Part-Time	-	-	-	1
Professional Accounting Designation				
Full-Time	3(6)	-	3(7)	9
Part-Time	-	-	-	1
Baccalaureate Degree				
Full-Time	3(6)	-	3(6)	10
Part-Time	-	-	-	1
Total Number of Faculty				
Full-Time	51	20[b]	44[b]	202
Part-Time	-	-	-	13

(b) These two schools provide identical faculty listings for both their undergraduate and graduate programs.

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

faculty members and 7 others on a part-time basis. A total of 15 indiviuals held doctoral degrees, 12 of whom (55 percent of the faculty) were full-time members and 3 who were part-time members. Similarly, 11 members held master's degrees, 9 of whom (40 percent) were employed full-time and 2 who were part-time only. In addition, 1 full-time member held a law degree (5 percent), and the 2 remaining part-time members held an accounting designation and a bachelor's degree respectively.

Toronto's graduate business faculty consisted of 26 full-time and 6 part-time members. Doctorates were held by 12 full-time members (46 percent) and 2 part-time members. Similarly, master's degrees were held by 11 full-time members (42 percent) and 3 part-time members. In addition, 1 full-time member (4 percent) held an accounting designation, 2 full-time members (8 percent) held baccalaureates, and 1 part-time member held a law degree.

The faculty membership at Western Ontario totalled 51, a number equal to its undergraduate counterpart. The degree composition, however, was somewhat different. A total of 28 doctorates (55 percent) and 17 master's degrees (33 percent) were included[12]. The remaining 6 members consisted of 3 individuals (6 percent) who held professional accounting designations, and 3 others (6 percent) who held only a bachelor's degree.

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[12]The undergraduate faculty listing also indicates a total faculty membership of 51 but it is comprised of 25 doctorates (49 percent) and 20 master's degrees (39 percent).

(3) The Eastern Canadian Schools:

(i) The English-speaking schools: Two schools in this category provided graduate faculty listings that were different to those accompanying their undergraduate program descriptions. McGill, like Queen's and Saskatchewan, provided a faculty list that was almost identical in content to that of its undergraduate faculty.

As Table 4-9 illustrates, Dalhousie was the smallest school with a graduate faculty of 9 members. The faculty composition consisted very simply of 4 individuals who held doctoral degrees (44 percent) and 5 individuals who held master's degrees (56 percent). Sir George Williams graduate business faculty consisted of 18 members. This included 10 members who held the doctorate (56 percent), and 7 members who held master's degrees (39 percent). The remaining member held a professional accounting designation (5 percent).

(ii) The French-speaking schools: All of the four schools in this group, as indicated by Table 4-10, provided graduate faculty listings that were identical to their undergraduate listings. For this reason, further discussion of them will not be included here.

Comparison With Selected American Graduate Programs

A comparative evaluation of Canadian graduate business programs would not be complete without an attempt to ascertain how they compare with their American counterparts.

TABLE 4-9

TERMINAL DEGREES HELD BY FACULTY OF THE EASTERN ENGLISH SPEAKING SCHOOLS
(Percentages in parentheses)

	Dalhousie University	McGill University	Sir George Williams University	Total
Doctoral Degree				
Full-Time	4(44)	18(57)	10(56)	32
Part-Time	-	-	-	-
Master's Degree				
Full-Time	5(56)	10(33)	7(39)	22
Part-Time	-	-	-	-
Law Degree				
Full-Time	-	-	-	-
Part-Time	-	-	-	-
Professional Accounting Designation				
Full-Time	-	1(3)	1(5)	2
Part-Time	-	-	-	-
Baccalaureate Degree				
Full-Time	-	2(7)	-	2
Part-Time	-	-	-	-
Total Number of Faculty				
Full-Time	9	31[a]	18	58
Part-Time	-	-	-	-

(a) With only minor variations, the faculty list of this school is identical for both its undergraduate and graduate programs.

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

TABLE 4-10

TERMINAL DEGREES HELD BY FACULTY OF THE EASTERN FRENCH-SPEAKING SCHOOLS
(Percentages in parentheses)

	Ecole des Hautes Etudes Commerciales	Laval University	Universite of Moncton	Universite de Sherbrooke	Total
Doctoral Degree					
Full-Time	31(31)	23(28)	6(27)	12(24)	72
Part-Time	-	-	-	-	-
Master's Degree					
Full-Time	44(46)	49(59)	12(55)	37(73)	142
Part-Time	-	-	-	-	-
Law Degree					
Full-Time	2(2)	3(3)	-	2(3)	7
Part-Time	-	-	2	-	2
Professional Accounting Designation					
Full-Time	1(1)	-	2(9)	-	3
Part-Time	-	-	-	-	-
Baccalaureate Degree					
Full-Time	19(20)	8(10)	2(9)	-	29
Part-Time	-	-	-	-	-
Total Number of Faculty					
Full-Time	97[a]	83[a]	22[a]	51[a]	253
Part-Time	-	-	2	-	2

(a) These four schools provide identical faculty listings for both their undergraduate and graduate programs.

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

To this end it was decided to include a comparative analysis of certain Canadian M.B.A. programs with selected Amercian M.B.A. programs. The schools whose M.B.A. programs have been examined were chosen primarily on the basis of similar longitudinal geographic location in Canada and the United States. Where possible, an effort has been made to ensure that the respective areas are similar economically and socially. Furthermore, the American schools which have been chosen are all large state supported schools. As such, none of the "old-line" elite colleges have been included due to Canada not really possessing anything to truly compare with them.

The following analysis will consist primarily of a comparison of the curricula requirements of each pair of schools and a comparison of the "quality" implied by their respective full-time faculties' terminal degrees. As in similar previous analyses, curricula requirements will be expressed in credit-hours and terminal degrees will be grouped by the various degree levels.

(1) The University of British Columbia and the University of Washington: The following illustrates the M.B.A. curricula that were required by the Universities of British Columbia and Washington respectively:

	British Columbia	Washington
Managerial Accounting	6	8
Business Finance	3	3
Marketing	3	4
Introductory Computers	3	-
Operations Research	6	6
Statistical Analysis	3	3

	British Columbia	Washington
Organizational Behavior	3	6
Environment of Business	-	3
Transportation Policy	3	-
Business Policy	6	3
Thesis Optional	6	-
Research Project Required	-	6
Micro Economics	-	4
Macro Economics	-	3
Electives	24	24
Total Requirement	60 hours	73 hours

It is evident from the above that the M.B.A. curricula at British Columbia and Washington differed somewhat. Washington placed slightly more emphasis on managerial accounting and marketing than did British Columbia. Furthermore, Washington required 6 hours of study in organizational behavior as opposed to only 3 hours at British Columbia. Conversely, British Columbia required 6 hours of course work in business policy as opposed to 3 hours at Washington. Washington also required 3 hours of study pertaining to the environment of business and 7 hours in intermediate economic analysis. British Columbia also had a unique requirement of a course in transportation policy.

As illustrated by the following, the relative composition of terminal degrees at British Columbia and Washington was very interesting[13].

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[13]The percentage composition of terminal degrees will, in all cases, be indicated in parentheses following the expression of the number of degrees in absolute terms.

	British Columbia	Washington
Doctoral Degrees	27(64)	81(84)
Master's Degrees	12(29)	13(13)
Law Degrees	-	2(2)
Accounting Designations	1(2)	-
Baccalaureate Degrees	2(5)	1(1)
Total Full-Time Faculty	42	97

The most obvious finding included in the above is that in spite of the high percentage of doctorates (64 percent) on the graduate faculty at British Columbia, it is exceeded by 20 percent at Washington. Similarly, 13 percent of the graduate business faculty at Washington possessed a master's degree as opposed to over twice that amount (29 percent) at British Columbia. For these reasons, and considering that Washington's faculty is over twice the size of British Columbia's, Washington's faculty composition was indeed commendable.

(2) The University of Alberta and the University of Colorado: The respective curricula of the Universities of Alberta and Colorado are shown by the following:

	Alberta	Colorado
Financial Accounting	3	3
Managerial Accounting	3	3
Business Finance	-[a]	3
Marketing	-[a]	3
Industrial Relations	-[a]	3
Business Law	-	3
Operations Research	3	3
Statistical Analysis	6	3
Behavioral Science	3	-
Organizational Behavior	6	3
Environment of Business	3	6
Business Policy	3	3
Micro Economics	3	3
Macro Economics	3	3

	Alberta	Colorado
Thesis Required	12	-
Research Project Required	-	3
Electives	12	9
Total Requirement	60 hours	54 hours

(a) In the first year of its program, the University of Alberta requires the completion of two of these three 3 hour courses.

The required curricula for these M.B.A. programs were similar in many respects. The most striking differences were, of course, that Alberta did not require courses in business finance, marketing, industrial relations of all students[14], or business law; whereas, Colorado did not require a course in disciplinary behavioral science. Alberta placed twice the relative emphasis, 6 hours each, on organizational behavior and business statistics. Colorado, however, placed twice the emphasis upon studies in the environment of business.

The following table indicates that the terminal degree composition of the two faculties were also very similar:

	Alberta	Colorado
Doctoral Degrees	37(74)	56(80)
Master's Degrees	12(24)	13(19)
Law Degrees	-	1(1)
Accounting Designations	1(2)	
Total Full-Time Faculty	50	70

A substantial 74 percent of Alberta's graduate business faculty held the doctorate; whereas, Colorado's

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[14] It will be recalled from Tables 4-1 and 4-2, Footnote "a", that students at the University of Alberta must elect two of the three preceding 3 hour courses in the first year of their program

doctoral composition was only slightly higher at 80 percent. Similarly, 24 percent of Alberta's faculty possessed master's degrees while Colorado's faculty was only slightly less with 19 percent.

(3) The University of Saskatchewan and the University of Montana: The respective M.B.A. program requirements of the Universities of Saskatchewan (Saskatoon) and Montana were as follows:

	Saskatchewan	Montana[a]
Financial Accounting	3	3
Managerial Accounting	3	6
Business Finance	3	6
Marketing	3	3
Industrial Relations	3	4
Business Law	-	3
Introductory Computers	3	-
Operations Research	3	4
Statistical Analysis	3	4
Organizational Behavior	3	-
Environment of Business	3	3
Business Policy	3	6
Business History	-	3
International Business	-	3
Micro Economics	3	6
Macro Economics	3	6
Research Methodology	6	2
Communication Practices	-	2
Thesis Required	-[b]	-
Research Project Required	-	5
Electives	15	21
Total Requirement	60 hours	90 hours

(a) The University of Montana's course requirements are expressed in "quarter-hours".

(b) A non-credit thesis is required by the University of Saskatchewan.

A number of major differences appeared to exist between these two programs. Saskatchewan did not require a course in business law; whereas, Montana did not require courses in either introductory computers or in organizational behavior. Furthermore, Montana required courses in business history, international business, and communications practices - courses which were unique in the findings of this study. Saskatchewan placed much greater emphasis on research methodology; whereas, Montana placed slightly greater emphasis on studies in managerial accounting, financial management, business policy, and intermediate economic analysis.

The following indicates that Montana's faculty appeared to be somewhat more qualified than that at Saskatchewan:

	Saskatchewan	Montana
Doctoral Degrees	12(27)	18(52)
Master's Degrees	25(57)	12(34)
Law Degrees	1(2)	4(11)
Accounting Designations	2(5)	1(3)
Baccalaureate Degrees	4(9)	-
Total Full-Time Faculty	44	35

Members who possessed the doctorate represented 52 percent of the faculty at Montana as opposed to 27 percent at Saskatchewan. Similarly, members with master's degrees comprised 57 percent of the faculty at Saskatchewan but only 34 percent at Montana. The remaining 16 percent of Saskatchewan's faculty was comprised of 7 individuals who held either a law degree, accounting designation, or bachelor's degree. Similarly, the remaining 14 percent of Montana's faculty was comprised of 4

individuals with law degrees and 1 individual who held a professional accounting designation.

(4) The University of Manitoba and the University of Montana[15]: The M.B.A. program requirements at Manitoba and Montana were as follows:

	Manitoba	Montana[a]
Financial Accounting	3	3
Managerial Accounting	3	6
Business Finance	3	6
Marketing	3	3
Industrial Relations	-	4
Business Law	-	3
Introductory Computers	6	-
Operations Research	6	4
Production	3	-
Statistical Analysis	3	4
Behavioral Science	3	-
Organizational Behavior	3	-
Environment of Business	3	3
Business Policy	3	6
Business History	-	3
International Business	-	3
Micro Economics	3	6
Macro Economics	3	6
Research Methodology	-	2
Communication Practices	-	2
Research Project Required	12	5
Electives	12	21
Total Requirement	72 hours	90 hours

(a) The University of Montana's course requirements are expressed in "quarter-hours".

The programs offered by these two schools were marked by a number of major differences. Manitoba did not require a course in industrial relations, business law, or research methods. Similarly, Montana did not require courses in

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[15]The University of Montana is again being utilized for comparative purposes due to suitable data for an alternate American university not being available.

computer technology and applications, production management, basic behavioral science, or organizational behavior. Furthermore, Montana had its unique requirements of a course in each of business history, international business, and communications practices. Manitoba placed greater emphasis on studies in operations research; whereas, Montana placed slightly greater emphasis on studies in managerial accounting, business finance, business policy, and intermediate economic analysis.

The following schedule indicates that the differences in the terminal degree compositions of the two faculties were significant:

	Manitoba	Montana
Doctoral Degrees	5(14)	18(52)
Master's Degrees	26(74)	12(34)
Law Degrees	-	4(11)
Accounting Designations	2(6)	1(3)
Baccalaureate Degrees	2(6)	-
Total Full-Time Faculty	35	35

Members who possessed the doctorate comprised only 14 percent of the faculty at Manitoba but 52 percent of the faculty at Montana. Similarly, members with master's degrees represented 74 percent of the faculty at Manitoba but only 34 percent at Montana. The remaining 12 percent of the faculty at Manitoba consisted of 4 individuals who held either an accounting designation or a bachelor's degree. Similarly, the remaining 14 percent of Montana's faculty consisted of 4 individuals who held law degrees and 1 individual with an accounting designation.

The following five pairs of Canadian and American graduate business schools have, in addition to geographical location, been selected on the basis of their relative sizes (as indicated by their total full-time faculty membership). As such, they are included in the order of the two smallest schools through to the two largest schools.

(5) McMaster University and Cornell University[16]: The respective M.B.A. curriculum requirements of McMaster and Cornell Universities are indicated by the following:

	McMaster	Cornell
Financial Accounting	3	2
Managerial Accounting	3	2
Business Finance	3	3
Marketing	3	3
Introductory Computers	-	1
Operations Research	-	3
Statistical Analysis	3	2
Production	3	3
Behavioral Science	3	-
Organizational Behavior	3	3
Environment of Business	-	6
Business Policy	3	4
Micro Economics	3	3
Macro Economics	3	3
Research Project Optional	3	-
Electives	27	22
Total Requirement	60 hours	60 hours

With the exception of Cornell's inconsistent course credit weightings, the structural requirements of the programs were generally the same at both schools. The most obvious

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[16]Cornell University is, in part, a privately supported university. It is, nevertheless, also the land-grant university of the State of New York; hence, its inclusion in this analysis.

curriculum differences were that McMaster did not require an introductory course in computers and Cornell placed only slight emphasis upon the area. Cornell required courses in both operations research and production; whereas, McMaster's requirement was in production only. Furthermore, Cornell required a total of 6 hours of study pertaining to the environment of business; whereas, McMaster had no requirement whatsoever. McMaster, however, placed slightly greater emphasis upon the areas of financial accounting, managerial accounting, and statistical analysis than did Cornell.

The following illustrates the respective relative composition of the two graduate faculties:

	McMaster	Cornell
Doctoral Degrees	12(55)	25(81)
Master's Degrees	9(40)	5(16)
Law Degrees	1(5)	1(3)
Total Full-Time Faculty	22	31

A doctoral composition of 55 percent of the faculty was evident at McMaster as opposed to 81 percent at Cornell. Similarly, the proportion of faculty members who held master's degrees was only 16 percent at Cornell as compared with a much larger 40 percent at McMaster.

(6) The University of Toronto and the University of Wisconsin (Milwaukee): The following tabulation illustrates the M.B.A. curricula required of all students at the University of Toronto and the University of Wisconsin:

	Toronto	Wisconsin
Financial Accounting	3	-
Managerial Accounting	3	4
Business Finance	3	4
Marketing	3	4
Introductory Computers	-	4
Production	3	4
Statistical Analysis	-	6
Organizational Behavior	6	8
Environment of Business	-	8
Business Policy	6	4
Micro Economics	3	3
Macro Economics	3	3
Electives	33	8
Total Requirement	66 hours	60 hours

The most obvious curriculum difference indicated above is that Wisconsin had a much more structured requirement than did Toronto. Although Toronto had a 66 hour total requirement as compared to Wisconsin's 60 hour requirement, Toronto allowed 33 hours (50 percent) for electives as opposed to only 8 hours at Wisconsin. The only area in which Wisconsin did not require a course corresponding to one at Toronto was in financial accounting. Unlike Wisconsin, Toronto did not have a requirement in computer technology, statistical applications, or the environment of business. Wisconsin's requirements in the latter two subjects were 6 and 8 hours respectively, a relatively heavy emphasis.

The following schedule illustrates the relative faculty compositions at the two schools:

	Toronto	Wisconsin
Doctoral Degrees	12(46)	23(66)
Master's Degrees	11(42)	11(31)
Accounting Designations	1(4)	-
Baccalaureate Degrees	2(8)	1(3)
Total Full-Time Faculty	26	35

The proportion of the respective faculties that held doctoral degrees was 66 percent at Wisconsin as opposed to 46 percent at Toronto. Master's degrees were held by 31 percent of Wisconsin's faculty (less than one-half of its doctoral representation) and 42 percent of Toronto's faculty (about equal to its doctoral representation). The remaining 12 percent of Toronto's faculty held either an accounting designation or a bachelor's degree.

(7) Queen's University and the University of New York (Buffalo): The M.B.A. program requirements at Queen's and New York were as follows:

	Queen's	New York
Financial Accounting	3	-
Managerial Accounting	3	3
Business Finance	3	3
Marketing	3	3
Industrial Relations	3	3
Introductory Computers	3	3
Operations Research	3	3
Production	3	3
Statistical Analysis	3	3
Behavioral Science	-	3
Organizational Behavior	3	1 1/2
Environment of Business	-	3
Business Policy	6	3
Micro Economics	3	3
Macro Economics	3	1 1/2
Thesis Optional	9	-
Research Project Optional	6	-
Electives	24	21
Total Requirement	66 hours	60 hours

The respective curricula at Queen's and New York were very similar. The only major differences were that New York did not require a course in financial accounting; whereas, Queen's did not require a course in disciplinary

behavioral science or the environment of business. It is interesting to note that New York placed an emphasis of 3 credit-hours on the basic behavioral sciences but only 1 1/2 credit-hours on applied organizational behavior. In addition, Queen's placed twice the credit emphasis upon the capstone business policy course.

The relative faculty compositions of the two schools are as follows:

	Queen's	New York
Doctoral Degrees	15(39)	35(80)
Master's Degrees	18(46)	8(18)
Law Degrees	2(5)	-
Accounting Designations	2(5)	-
Baccalaureate Degrees	2(5)	1(2)
Total Full-Time Faculty	39	44

The difference between Queen's doctoral representation of 39 percent and New York's doctoral representation of 80 percent was great. In addition, 46 percent of Queen's faculty held master's degrees as opposed to 18 percent at New York. Furthermore, a sizeable proportion of Queen's faculty, 15 percent, was comprised of individuals who possessed only a law degree, professional accounting designation, or bachelor's degree.

(8) York University and the University of Rochester: The curriculum required of all M.B.A. students at York and Rochester were as follows:

	York	Rochester
Managerial Accounting	3	4

	York	Rochester
Business Finance	3	3
Marketing	3	3
Business Mathematics	-	4
Operations Research	3	3
Statistical Analysis	3	4
Organizational Behavior	6	3
Environment of Business	3	-
Business Policy	6	4
Micro Economics	3	4
Macro Economics	3	3
Electives	24	25
Total Requirement	60 hours	60 hours

Once again two M.B.A. schools with remarkably similar programs are illustrated. As such, only very minor differences existed between the respective requirements at York and Rochester. York did not require a course in pure mathematics and Rochester did not require a course pertaining to the political and social environment of business. Compared to Rochester, York placed slightly greater emphasis on business policy and twice the emphasis on organizational behavior.

The terminal degrees held by the two faculties are shown below:

	York	Rochester
Doctoral Degrees	28(64)	34(76)
Master's Degrees	10(23)	10(22)
Accounting Designations	3(7)	-
Baccalaureate Degrees	3(6)	1(2)
Total Full-Time Faculty	44	45

The proportion of the respective faculties that possessed the doctorate was 64 percent at York and 76 percent at Rochester. Interestingly, the two schools had an almost

identical representation of faculty members who held master's degrees. This consisted of 10 members each for 23 percent and 22 percent of the faculty at York and Rochester respectively. In addition, a sizeable 13 percent of York's faculty was comprised of individuals who held only professional accounting designations or baccalaureate degrees.

(9) The University of Western Ontario and the University of Michigan: The respective curriculum requirements at Western Ontario and Michigan were as follows:

	Western Ontario	Michigan
Financial Accounting	-	4
Managerial Accounting	6	-
Business Finance	6	4
Marketing	6	4
Introductory Computers	-	4
Operations Research	6	-
Production	6	-
Statistical Analysis	-	4
Organizational Behavior	6	4
Business Policy	6	3
Macro Economics	3	3
Thesis Optional	12	-
Electives	24	30
Total Requirement	69 hours	60 hours

The two curricula under examination embodied several major differences. A course in financial accounting was not required at Western Ontario although it did have a 6 hour requirement in managerial accounting. The converse was true of Michigan where a course in managerial accounting was not required although a 4 hour course in financial accounting was compulsory. In addition, Western Ontario did not require a course in computer technology and applications

but did require a 6 hour course in each of operations research and production. Michigan, however, required an introductory course in computers but not in either operations research or production.

The following summary illustrates the relative terminal degree compositions of the two faculties:

	Western Ontario	Michigan
Doctoral Degrees	28(55)	57(88)
Master's Degrees	17(33)	7(11)
Accounting Designations	3(6)	-
Baccalaureate Degrees	3(6)	1(1)
Total Full-Time Faculty	51	65

The proportion of Michigan's faculty that held the doctorate was 88 percent as opposed to 55 percent at Western Ontario. Moreover, while only 11 percent of the faculty at Michigan held master's degrees, a representation of 33 percent was found at Western Ontario. In addition, the remaining 12 percent of the faculty at Western Ontario held only a professional accounting designation or a bachelor's degree.

(10) Dalhousie University and the University of South Alabama[17]: These two universities have been chosen for comparison primarily on the basis of their being located in economically-depressed areas. The respective curricula of these two schools are shown as follows:

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[17]The graduate business degree offered by the University of South Alabama was a Master of Science (Management).

	Dalhousie	South Alabama
Financial Accounting	3	4
Managerial Accounting	3	4
Business Finance	6	8
Marketing	3	8
Industrial Relations	-	4
Business Law	-	4
Introductory Computers	-	4
Operations Research	6	4
Production	-	4
Statistical Analysis	3	4
Organizational Behavior	6	8
Business Policy	6	4
Micro Economics	3	4
Macro Economics	3	4
Research Methodology	-	4
Electives	24	-
Total Requirement	66 hours	72 hours

These two schools' respective course requirements certainly differed in their content. Alabama appeared to have a more quantitatively oriented program than Dalhousie. Courses in introductory computers and production management were mandatory at Alabama in addition to the common requirements of operations research and statistical analysis. Furthermore, Alabama also required courses in industrial relations, business law, and research methodology. All of Alabama's course requirements were specified with no allowance for electives being made.

The respective faculty compositions at these two schools were as follows:

	Dalhousie	South Alabama
Doctoral Degrees	4(44)	9(100)
Master's Degrees	5(56)	-
Total Full-Time Faculty	9	9

Although the two business schools each had faculties of 9 members, the degree qualifications were very different. As is illustrated above, all 9 members of Alabama's faculty held the doctorate. At Dalhousie, however, only 4 members (44 percent) held doctoral degrees and 5 members (56 percent) held master's degrees.

CONCLUSION

The results of this study's examination of curriculum components and faculty compositions have been discussed at length in the preceding two chapters. Nevertheless, a number of concluding comments and observations are in order.

The most important observation made was that the schools in the sample generally did not offer courses that were obviously narrowly vocational in orientation[1]. That is not to say, however, that many opportunities for excessive subject specialization did not exist. Where the specified curriculum requirements were not well structured leaving a large proportion of the program content to the student's discretion through electives, functional area specialization was a very real possibility. Through the possibility of pursuing only the courses pertaining to the students area of primary interest, a very narrow overview of organizational functions and the business environment could result. This possibility could not exist under conditions where the course requirements were largely specified and comprehensive in their coverage. The allowable electives would then be

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[1]For two extreme exceptions to this observation, see Appendix C. In addition, it appeared that an element of "industry" specialization could possibly result through some of the elective offerings at the University of British Columbia. This was suggested by course titles such as: real estate finance; real estate valuation; air transportation; water transportation; merchandising and distribution; management of promotion; life insurance and personal risk; and insurance risk and management, etc.

minimized to allow a degree of specialization just sufficient to enable the student to get a start in his chosen career.

This discussion will consist of a short review of the schools' curriculum components and faculty qualifications with respect to the criteria set forth by the Gordon-Howell and Pierson Reports. Initially, this discussion will be in general terms and then on the basis of the geographical regions utilized throughout this report. The previously compared Canadian and American M.B.A. programs will also be reviewed in very general terms.

Review of the Curricula

(a) The Undergraduate Schools

The recommendation that an undergraduate business curriculum consist of 50 percent liberal studies and 50 percent professional studies was generally not adhered to by the schools examined in this report. The national averages of a 29 percent requirement in liberal studies and a 57 percent requirement in professional studies represented a significant deviation from the Reports' norm - especially with respect to liberal studies. This suggests that if a more equitable balance is to be achieved between liberal and professional studies, it would be desirable to emphasize liberal studies courses in the additional approved electives. This balance could also be achieved through structuring the curricula in such a manner that the percentage of required liberal studies would be increased.

(1) The Western Canadian Schools: Within this group, the average requirements of 29 percent liberal studies and 63 percent professional studies indicated major deviations from the recommended 50 percent curriculum component balance. As a result, a more equitable balance between the components could be achieved only through restructuring the curricula by placing greater emphasis on liberal studies and less emphasis upon professional studies. With requirements of 41 percent liberal studies and 59 percent professional studies, Simon Fraser was the only school in the group that approximated the Reports' norm.

(2) The Ontario Schools: The average curriculum requirements of this group consisted of 27 percent liberal studies and 53 percent professional studies. As such, only the liberal studies component represented a major deviation from the 50 percent recommendation. This deficiency could be rectified through emphasizing the pursuit of liberal studies in the additional approved electives or by increasing the liberal studies requirement through restructuring the curricula. York was the only school in the group to require an exact 50 percent balance between liberal and professional studies. Waterloo Lutheran, however, approached the 50 percent norm with requirements of 42 percent liberal studies and 58 percent professional studies.

(3) The French-Speaking Schools: Very large deviations from the recommended 50 percent balance between liberal studies and professional studies were evident in this group. Within

the three schools offering four-year programs, the average liberal studies requirement was only 19 percent; whereas, the average professional studies requirement represented 81 percent of the curriculum. To achieve a more equitable balance between the two curriculum components, a restructuring of the curricula in favour of more liberal studies would be required due to the absence of any additional approved electives.

(4) The English-Speaking Schools of Quebec: The average curriculum requirements among the four schools of this group consisted of 37 percent liberal studies and 51 percent professional studies. To compensate for the liberal studies' deviation from the Reports' recommended 50 percent component balance, the pursuit of liberal studies through the additional approved electives could be encouraged. Alternately, specified liberal studies requirements could be increased. Unique within the findings of this study, McGill's curriculum requirements consisted of 55 percent liberal studies and 40 percent professional studies - a balance the authors of the Reports would have considered commendable. In addition, the Reports' norm was approached by Loyola's requirements of 45 percent liberal studies and 41 percent professional studies.

(5) The Eastern Canadian Schools: The average curriculum requirements of this group consisted of 34 percent liberal studies and 49 percent professional studies. As such, only the liberal studies component deviated

significantly from the recommended 50 percent balance. To satisfactorily equate the liberal studies with the professional studies requirement, further liberal studies could be encouraged through the additional approved electives or by restructuring the curricula contents. Saint Francis Xavier was the only school in the group to require an exact 50 percent balance between liberal and professional studies.

(b) The Graduate Schools

It will be recalled that neither the Gordon-Howell nor Pierson Reports made any specific recommendations with respect to an "ideal" balance between specified course requirements and electives in graduate business programs. Nevertheless, in their suggested two-year graduate curricula outlines, they did suggest ranges that these requirements might fall within.[2] These suggestions (expressed as percentages of the total curriculum) are shown as follows:

	Specified Courses			Electives		
	Lower Range	Upper Range	Average	Lower Range	Upper Range	Average
Gordon-Howell Report	60	90	75	10	40	25
Pierson Report	60	80	70	20	40	30

[2] It is again noted that these suggested curricula are illustrated in Appendix A.

The national average requirements of 71 percent specified courses and 29 percent electives were very consistent with Pierson's suggested averages of 70 percent specified courses and 30 percent electives. As will be shown on a regional basis, however, six schools exceeded Pierson's suggestion of a maximum of 80 percent of the curriculum being devoted to specified courses. In addition, two schools exceeded Gordon and Howell's suggested maximum of 90 percent specified courses.

(1) The Western Canadian Schools: With the exception of Simon Fraser's curriculum which consisted of specified courses exclusively, this group's average requirements were 75 percent specified courses and 25 percent electives. As a result, they were equal to Gordon and Howell's suggested averages. Pierson's suggested maximum of 80 percent specified courses was exceeded by two schools, Manitoba and Simon Fraser, and the latter's 100 percent specified courses requirement exceeded Gordon and Howell's 90 percent maximum.

(2) The Ontario Schools: This groups average requirements of 59 percent specified courses and 41 percent electives were very consistent with both the Gordon-Howell and Pierson suggestions of a minimum specified courses requirement of 60 percent and a maximum electives allowance of 40 percent. Three schools, McMaster, Toronto, and Windsor, had specified courses requirements that were less than the Reports' suggested minimums. The most notable was Toronto's

graduate curriculum which consisted of a 50 percent balance between the specified courses and the electives.

(3) The Eastern Canadian Schools:

(i) The English-speaking schools: Dalhousie's requirements of 64 percent specified courses and 36 percent electives were fairly consistent with the Gordon-Howell and Pierson suggestions of a minimum specified courses requirement of 60 percent and a maximum electives allowance of 40 percent. The two Quebec schools' average requirements of 83 percent specified courses exceeded Pierson's suggested maximum specified courses requirement by 3 percent although they were 7 percent less than Gordon and Howell's suggested maximum.

(ii) The French-speaking schools: With the exception of Laval's curriculum which consisted of specified courses exclusively, this group's average requirements were 65 percent specified courses and 35 percent electives. As such, the average specified courses requirement was 5 percent greater than the Reports' suggested minimum of 60 percent of the curriculum. Moncton's curriculum was notable in that it consisted of a 50 percent balance between specified courses and electives. Sherbrooke's specified courses requirement of 85 percent of the curriculum exceeded the Pierson maximum by 5 percent although it was 5 percent less than the Gordon-Howell suggested maximum.

Review of the Faculty

Relative to the Reports' recommendation that a minimum fraction of the faculty possess the doctorate and the remainder hold master's degrees, the total Canadian faculty was not well qualified. Despite the authors' vague recommendation, these reports implied that a great improvement over their finding of 40 percent of the American faculty holding the doctorate was necessary. Over ten years later (1970), however, members who possess the doctorate represented only 35 percent of the total Canadian faculty. Furthermore, a sizable proportion of members (16 percent) held degrees below the master's level.

Three of the seven Western schools had faculties that were below the 1959 level of U.S. doctorates cited by the Reports. This was true of Manitoba (14 percent) and the Saskatchewan schools at Regina and Saskatoon with doctoral representations of 18 percent and 24 percent respectively. In the latter three schools, although the majority of their faculties was comprised of members holding master's degrees, a significant number of lesser qualified individuals were present. These three schools' faculties did not compare favourably to the national average although they were better qualified than most of the Eastern Canadian schools. Judging by the percentages of doctorates present at the two Alberta and two British Columbia schools, these faculties were well qualified in accordance with the criteria.

Although the eleven undergraduate Ontario schools' average doctoral representation was equal to the Reports' 40 percent finding, six schools were well below this level and only three schools exceeded it. The faculties at Lakehead and Laurentian were the poorest qualified due to the absence of any members who held the doctorate. Probably most disappointing of all was Toronto's undergraduate faculty with one doctorate (7 percent) and the majority of the members holding accounting designations. Poor doctoral representations were also evident at Carleton (27 percent), Ottawa (27 percent), and Waterloo Lutheran (18 percent). The other schools' faculties (including Toronto's graduate school) were much better qualified in that they compared favourably to the national average and with the best of the Western schools.

The faculties at all of the French-speaking schools as well as Bishop's and Sir George Williams closely approximated the three poorest qualified Western schools and several of the Ontario schools. Loyola, where no members held the doctorate, was the poorest qualified Quebec school. With the exception of McGill's doctoral representation of 56 percent, the schools were below the national average by an average of 11 percent. As a result, the faculties' average proportion of doctorates (24 percent) was 16 percent less than the Gordon and Howell finding of 40 percent.

The eight Eastern Canadian schools were all poorly qualified relative to the national average and the Reports' criteria. Five schools did not have any faculty members who possessed a doctorate. Two schools, Memorial and Saint Francis Xavier, had a very small representation (17 percent each) and Dalhousie equalled the 40 percent U.S. finding. The faculties in this group tended to be poorly qualified relative to many of the poorer qualified faculties to the west of the Maritimes. Their 10 percent average doctoral representation is much less than the 35 percent national average. The 56 percent of the members holding master's degrees was only 7 percent higher than the national average. The 34 percent of the faculty holding degrees below the master's level, however, greatly exceeded the national average of 16 percent. The poorest qualified Canadian faculty was at Mount Allison where no members held a degree above the accounting designation level.

It can be seen, therefore, that although some schools had well qualified faculties, the majority were desperately in need of upgrading. The Reports' finding of 40 percent of the U.S. faculty holding the doctorate, far from being considered a "standard", should be regarded only as a point of departure for improvement. Clearly, many Canadian schools did not even begin to approach this level. Where members holding the doctorate comprise a minority of the faculty, the necessity for improvement should be obvious.

Several large Canadian schools (for example; Alberta, British Columbia, McGill, McMaster, and York), where a majority of the members held the doctorate, appeared to have well qualified faculties. Two schools, Queen's and Toronto (graduate), equalled or exceeded the Reports' 40 percent finding.

Review of the Compared Graduate Programs

Although many differences in curriculum content and credit emphasis were evident, the programs offered by the Canadian and American schools examined were consistent with the suggested Gordon-Howell and Pierson curriculum frameworks. Some notable course exceptions existed; namely, British Columbia's requirement in transportation policy and Montana's requirements in business history and international business.

The most obvious differences between these graduate programs were often in the qualifications of the faculty teaching them. Compared to the Canadian schools, all of the American schools had a higher proportion of doctorates among their faculty. Furthermore, the majority of all the American schools' faculties held the doctorate. This was not true in Canada at Dalhousie, Manitoba, Queen's, Saskatchewan, and Toronto.

Alberta (compared with Colorado) and York (compared with Rochester) were the only two Canadian schools with a

difference of less than 20 percent in the proportion of doctorates held relative to their American counterparts. A more extreme example was Dalhousie's faculty with less than one-half of the proportion of doctorates at South Alabama. Similarly, Montana's relatively poor doctoral representation (52 percent) was twice as large as Saskatchewan's and more than three and one-half times as large as Manitoba's. The conclusion to be drawn from the above is obvious. The Canadian graduate schools must strive to upgrade their faculty qualifications if they are to be comparable to their American counterparts.

Some Final Remarks

In conclusion, the foregoing study has examined 34 undergraduate and 18 graduate business programs in Canada. As was probably to be expected, some of the undergraduate programs were excellent in that their curricula were well structured and their requirements fell generally within the recommendations set forth in the Gordon-Howell and Pierson Reports. Other programs, however, departed significantly from the reports' specified norms. Similarly, some of the undergraduate faculties appeared to be very well qualified with respect to the very vague recommendations set forth by the two reports that formed the basic criteria of this study. Other faculties, although they complied with the criterion of a "minimum fraction" of the faculty holding the doctorate, were not as well qualified. Others, unfortunately, were very poorly qualified in that they did not have any doctorates

on staff nor did they necessarily have a predominance of members who held master's degrees. Furthermore, an acceptable curriculum was not necessarily accompanied by a well qualified faculty nor did a strong faculty always indicate an inclusive comprehensive curriculum.

There appeared to be a greater degree of homogeneity of course requirements among the graduate curricula than among their undergraduate counterparts. Nevertheless, some of them were poorly structured or segmented, and provided for a large number of electives. This, in turn, could permit specialization too excessive even for the graduate level. This would be detrimental to the student's achievement of a broad, general preparation for business management. The graduate faculties generally appeared to be well qualified. Some difficulty, however, was encountered by the writer where undergraduate and graduate faculty listings were identical. Nevertheless, as previously noted, the lesser qualified members would presumably be generally confined to undergraduate teaching duties.

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APPENDIX A

SUGGESTED UNDERGRADUATE CURRICULUM - GORDON-HOWELL REPORT

GENERAL EDUCATION

Subject	Semester Hours
Humanities and fine arts	24-27
English language and literature	12-15
Humanities and fine arts electives	12
Natural sciences and mathematics	12-24
Mathematics	6-12
Natural sciences	6-12
Behavioral - social sciences	24
Behavioral sciences	6
Economics - elementary	6
Other social sciences	12
Total general education component	60-75

BUSINESS STUDIES

Organization theory and management principles[a]	6
Market environment and functional management	9-15
Finance	
Marketing	
Industrial relations	
Production or operations management	
Information and control systems	9-12
Managerial accounting	
Statistical analysis and related topics	

(a) Treatment of human relations is to be included either here or as a separate course.

Subject	Semester Hours
Advanced economics	6
Aggregative economics Managerial economics	
Legal environment of business.....	3
Integrating the management viewpoint.....	3
Business policy	
Total business studies	36-45b
Total semester hours	96-120

(b) Gordon-Howell also permit a field of concentration of 6-12 hours in their recommendations. This should be borne in mind when comparing their recommendations with those of Pierson.

Source: Gordon-Howell Report, p.173 and p.209.

APPENDIX A

SUGGESTED UNDERGRADUATE CURRICULUM - PIERSON REPORT

Required subjects and limited-choice electives	Semester Hours
General foundation subjects:	
Humanities	18-21
English literature and composition[a]	9
One or two other humanities (e.g., either in foreign language or in philosophy, etc.)	6
Advanced elective in one of above	3 or 6
Mathematics-Science	21-24
College algebra-trigonometry-geometry	6
Calculus and finite mathematics	6
Laboratory science (physics, chemistry, etc.)	6
Advanced elective in one of above[b]	3 or 6
Social sciences (excluding economics)	21
History	6
Political science	6
Behavioral science (psychology, sociology, etc.)	6
Advanced elective in one of above	3
Total semester hours outside business and economics	60-66

(a) If the work in composition is not at a level for which college credit can be given, additional work in English or foreign language would be required.

(b) An advanced elective in mathematics-science or in quantitative methods could be substituted for each other.

Required subjects and limited-choice electives	Semester Hours	
Business foundation subjects		27-30
Principles of economics	6	
Economics of the firm (microanalysis).....	3	
Economics of money and income (macroanalysis)..	6	
Quantitative methods (accounting-statistics)...	6	
Advanced elective in quantitative methods.....	0-3	
Political and legal factors in business.....	3	
Organization and human behavior.....	3	
Functional business subjects		27
Personnel management	3	
Production management	3	
Finance management	3	
Marketing management	3	
Business policy and social responsibilities	6	
Studies in major subject (exclusive of work in business foundation and functional subjects)	9	
Electives (no more than one in major subject)		0-6
Total semester hours in business and economics		54-63
Total semester hours required for graduation		120

Source: Pierson Report, p.227.

APPENDIX A

PROPOSED "TYPE A" M.B.A. PROGRAM FOR STUDENTS WITHOUT AN UNDERGRADUATE MAJOR IN BUSINESS ADMINISTRATION[a] - GORDON-HOWELL REPORT

Subject	Approximate semester hours
Administration - organization - human relations...	6
Economics	6-9
Managerial economics Aggregative economics Government economic policy affecting business	
Information and control	6-9
Managerial accounting Statistics and related topics	
Functional areas.....	9-12
Report writing and research	0-6
Legal, social, and political environment	6
Business policy	3-6
Total core	36-54
Specialization	0-15
Electives, including non-business courses[b]	-----

a. Assumes total degree requirement of sixty semester units.

b. The number of semester hours available for electives will depend on size of core and concentration requirement.

Source: Gordon-Howell Report, p.275.

APPENDIX A

PROPOSED "TYPE B" M.B.A. PROGRAM FOR STUDENTS WITH SUBSTANTIAL UNDERGRADUATE WORK IN BUSINESS ADMINISTRATION[a]- GORDON-HOWELL REPORT

Subject	Approximate semester hours	
	Can be waived	Cannot be waived
Administration-organization-human relations	3	3-6
Economics	3	3-6
Managerial economics Aggregative economics Government economic policy affecting business		
Information and control	6	3-6
Accounting Statistics and related topics		
Functional areas	6-9	6-9
Report writing and research	0	0-6
Legal, social, and political environment	0	6
Business policy	0	3-6
Total core	18-21	24-45
Specialization	0	0-15
Electives, including non-business courses[b]	0	----

a. Assumes total degree requirement of sixty semester units, part of which may be waived because of previous undergraduate work.

b. The number of hours of electives which cannot be waived will depend on size of core and concentration requirement. Some electives should be made available.

Source: Gordon-Howell Report, p.277.

APPENDIX A

SUGGESTED M.B.A. CURRICULUM - PIERSON REPORT

Required and elective subjects	Number of semester hours
Quantitative methods:	
Accounting and mathematical-statistical tools of management	9-12
Economics:	
Microeconomics and management	3
Macroeconomics and management	3
Law and public policy:	
Legal institutions and business policy	3
Public control of business	3
Psychology-sociology:	
Human behavior and management	3-6
Functional areas of decision making:	
Production	3
Finance	3
Marketing	3
Personnel	3
Managerial policy making:	
Business policy	3
Major concentration	9-12
Free electives (outside the major)	3-12
Total semester hours required for M.B.A. degree	60

Source: Pierson Report, p.267.

APPENDIX B

CANADIAN BUSINESS SCHOOLS COMPRISING SAMPLE LISTED BY TYPE OF ORGANIZATION

Full Faculty or College	Department Within Other Faculty
School of Commerce, Acadia University.	Department of Business Administration, Bishop's University.
Faculty of Business Administration and Commerce, The University of Alberta.	School of Commerce, Carleton University.
Faculty of Business Administration and Commerce, The University of British Columbia.	Department of Commerce, Dalhousie University.
Faculty of Business, The University of Calgary.	School of Business Administration, Lakehead University.
Ecole des Hautes Etudes Commerciales, Affiliate of the Universite de Montréal.	Department of Business Administration, Laurentian University.
Faculty of Commerce, Loyola College.	Department of Commerce, Memorial University of Newfoundland.
School of Commerce, The University of Manitoba.	School of Commerce, Universite of Moncton.
Faculty of Management, McGill University.	Department of Commerce, Mount Allison University.
School of Business, McMaster University.	Department of Business Administration, The University of New Brunswick.
Faculty of Management Sciences, University of Ottawa.	Department of Business Administration, University of Prince Edward Island.
School of Business, Queen's University.	Department of Business Administration, Saint Francis Xavier University.
Faculty of Commerce, Saint Mary's University.	Department of Economics and Commerce, Simon Fraser University.

APPENDIX B - Continued

Full Faculty or College	Department Within Other Faculty
Faculty of Administration, University of Saskatchewan (Regina).	Department of Political Economy, University of Toronto.
College of Commerce, University of Saskatchewan (Saskatoon).	
Faculty of Business Administration, Universite de Sherbrooke.	
Faculty of Commerce, Sir George Williams University.	
School of Business, University of Toronto.	
School of Business and Economics, Waterloo Lutheran University.	
School of Business Administration, University of Windsor.	
Faculty of Administrative Studies, York University.	

Total Faculties: 22 Total Departments: 13

APPENDIX C

TWO ADDITIONAL CANADIAN UNIVERSITY BUSINESS PROGRAMS

Although the foregoing comparative analysis of Canadian university business programs neither encountered nor examined any programs that were obviously narrowly vocational in orientation, Canada was not entirely free of such programs. Indeed, two such programs that appeared to be very deserving of the most harsh of the Gordon-Howell and Pierson criticisms existed.

The first of these, found at Mount Saint Vincent University in Halifax, involved a three-year B.A. (Business) program.[1] Many of the course offerings in this program, as described in the Calendar, appeared as though they would be simply descriptive and/or narrowly vocational in nature. The citation of several examples will illustrate and prove the point:

> "Business Orientation (2 semesters)- An introduction to human and public relations in business, as well as a study of the inter-relationship of office functions, office services, and office facilities.
>
> Included in the course is instruction in the operational techniques of various types of office machines. Such instruction is designed to provide the student with a criterion for the evaluation of the machines in relation to their place and use in business today. Prerequisite: Typewriting.

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[1]It should be noted that this school was a member of the Association of Canadian Schools of Business.

APPENDIX C - Continued

> "Transcription (2 semesters) - Systematic practice to develop facility in transcribing from shorthand notes. Transcription of letters and articles at high speed and accuracy. Prerequisite: Shorthand.
>
> "Communications Media (1 semester) - History, organization, and functions of mass media: printed media, advertising, radio, films, television".[2]

Another program which, judging by its calendar course descriptions, would promote excessive "industry" specialization and would be very descriptively and vocationally oriented was offered by the University of Guelph.[3] This program in Hotel and Food Administration led to the ultimate conferal of a B. Comm. degree. It would be difficult to imagine how this program would contribute significantly to the intellectual development of the student. Several examples from the Calendar will illustrate the point:

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[2]Mount Saint Vincent University, Calendar 1970-1971, Volume II - Courses of Study (Halifax: Mount Saint Vincent University, 1970), pp.5-6.

[3]This "business" school was not a member of the Association of Canadian Schools of Business at the time of writing. The school offered only the above described program leading to the B. Comm. degree.

APPENDIX C - Continued

"Introduction to Hotel and Restaurant Management - This course provides an understanding of the historical development of innkeeping, development of the culinary arts from the Renaissance to Colonial times, and the scope of the industry today.

"Hotel and Restaurant Administration - This course provides the students with observations on the growth patterns of the hotel and restaurant industry, classification of hotels and restaurants, office management, and protection through insurance.

"Food Service Management - This course is a study of products used by the food industry pertaining to purchasing, receiving and issuing food, beverages, and other supplies.

"Food Service Facilities Layout - This course is concerned with planning and equipping commercial food service facilities; designs of floor plans for efficient operation, use of space, and equipment selection. Utility requirements and related engineering principles are discussed.

"Beverage Management - This course will provide students with a knowledge of the wine and spirits industry, and will emphasize knowledge about product purchasing, pricing control and service.

"Advanced Food Production and Management - This course will provide the student with knowledge of preparing menus, preparing food, and how to serve it. The students will have the opportunity to familiarize themselves with some of the more important national cuisines such as French, German, Italian, and Spanish.

APPENDIX C - Continued

"Hotel and Restaurant Seminar - Physical plant management in hotels and restaurants including maintenance, rehabilitation, and equipment needs. Prerequisite: Food Service Facilities Layout."[4]

It should not be necessary to say anything further!

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[4]The University of Guelph, Undergraduate Calendar 1970-1971 (Guelph: The University of Guelph, 1970).

APPENDIX D

NATIONAL ORIGIN OF GRADUATE FACULTY

Although not within the Gordon-Howell and Pierson frameworks, a topic of current interest and, indeed, great controversy in Canada today pertains to the relatively large proportion of foreign-born faculty members who are resident in the Canadian university community. While classifying the data for this study, it was decided that it would be interesting to determine the national origin of Canadian graduate business school faculty members on the basis of data contained in the 1970-1971 calendars. For this reason, the national origin of a faculty member was assumed to be that indicated by the source of his undergraduate degree. The national origins of the faculty members have been categorized as Canada, United States, and Other. The writer recognizes, however, that some discrepancies may have resulted in cases where individuals were educated abroad. Nevertheless, it was assumed that these discrepancies would cancel themselves out and give an accurate indication of the members' national origins.

As Table D-1 indicates, there was a sizeable proportion of foreign-born faculty members teaching at the graduate level in Canadian business schools during the 1970-1971 academic year[1]. Of the 714 full-time and part-time faculty members listed, 480 (67 percent) were of Canadian origin, 101 (14 percent) were of American origin, and 133 (19 percent) were of Other origin. As such, the latter were generally from Britain or Continental Europe. Canadian born members, however, represented a majority of the faculty at all schools except Alberta, British Columbia, McMaster, and Simon Fraser.

The Canadian faculty representation ranged from 38 percent at British Columbia to 85 percent at Toronto. American representation ranged from a mere 1 percent at L'Ecole des Hautes Etudies Commerciales followed by 5 percent at Sir George Williams to 36 percent at both Alberta and

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[1] In interpreting the results of this section, the possibility of distorted results arising from the disadvantage of using inconsistent graduate/undergraduate faculty data must be borne in mind.

TABLE D-1

NATIONAL ORIGIN OF CANADIAN
GRADUATE BUSINESS SCHOOL FACULTY
UNDERGRADUATE DEGREES
(Percentages in parentheses)

	Canada	United States	Other	Total
University of Alberta	20(40)	18(36)	12(24)	50
University of British Columbia	16(38)	15(36)	11(26)	42
Dalhousie University	5(56)	1(11)	3(33)	9
Ecole des Hautes Etudes Commerciales	74(76)	1(1)	22(23)	97
Laval University	65(78)	3(4)	15(18)	83
University of Manitoba	23(66)	5(14)	7(20)	35
McGill University	20(65)	3(9)	8(26)	31
McMaster University	14(48)	10(35)	5(17)	29
Universite of Moncton	17(70)	4(17)	3(13)	24
Queen's University	33(84)	3(8)	3(8)	39
University of Saskatchewan (Saskatoon)	26(59)	6(14)	12(27)	44
Universite de Sherbrooke	39(76)	3(6)	9(18)	51
Simon Fraser University	7(47)	2(13)	6(40)	15
Sir George Williams University	12(66)	1(5)	5(29)	18
University of Toronto	27(85)	3(9)	2(6)	32
University of Western Ontario	37(73)	10(20)	4(7)	51
University of Windsor	13(65)	4(20)	3(15)	20
York University	32(73)	9(20)	3(7)	44
Total	480(67)	101(14)	133(19)	714

Source: Examination of 1970-1971 Calendars and other available literature published by the Canadian Universities listed above.

British Columbia. Similarly, members of other national origins ranged from 7 percent at Western Ontario and York to 40 percent at Simon Fraser.

(1) The Western Canadian Schools: As Table D-2 illustrates, the five schools in this group listed a total of 186 graduate faculty members. The proportion of the

TABLE D-2

NATIONAL ORIGIN OF UNDERGRADUATE DEGREES HELD BY THE WESTERN CANADIAN FACULTY
(Percentages in parentheses)

	Canada	United States	Other	Total
University of Alberta	20(40)	18(36)	12(24)	50
University of British Columbia	16(38)	15(36)	11(26)	42
University of Manitoba	23(66)	5(14)	7(20)	35
University of Saskatchewan (Saskatoon)	26(59)	6(14)	12(27)	44
Simon Fraser University	7(47)	2(13)	6(40)	15
Total	92(50)	46(24)	48(26)	186

faculty of Canadian origin ranged from 38 percent at British Columbia to 66 percent at Manitoba. These members of Canadian origin numbered 92 and represented 50 percent of the group's faculty membership. Members of American origin ranged from 13 percent at Simon Fraser to 36 percent at both Alberta and British Columbia. There was a total of 46 Americans who comprised 24 percent of the total faculty. Finally, faculty members of neither Canadian nor American origin ranged from 20 percent at Manitoba to 40 percent at Simon Fraser. This latter category contained 48 members for a representation of 26 percent of the group's faculty members.

(2) The Ontario Schools: The six schools in this group, as indicated by Table D-3, listed a total of 215 graduate business faculty members. The proportion of faculty

TABLE D-3

NATIONAL ORIGIN OF UNDERGRADUATE DEGREES HELD BY THE ONTARIO FACULTY
(Percentages in parentheses)

	Canada	United States	Other	Total
McMaster University	14(48)	10(35)	5(17)	29
Queen's University	33(84)	3(8)	3(8)	39
University of Toronto	27(85)	3(9)	2(6)	32
University of Western Ontario	37(73)	10(20)	4(7)	51
University of Windsor	13(65)	4(20)	3(15)	20
York University	32(73)	9(20)	3(7)	44
Total	156(72)	39(18)	20(10)	215

members of Canadian origin ranged from 48 percent at McMaster to 85 percent at Toronto. The Canadian members numbered 156 in total and represented 72 percent of the Ontario schools' faculty. The proportion of American faculty members ranged from 8 percent at Queen's to 35 percent at McMaster. A total of 39 members of American origin comprised 18 percent of the group's faculty. Members who were of neither Canadian nor American origin ranged from 6 percent of the faculty at Toronto to 17 percent at McMaster. These faculty members of other origin totalled 20 in number and comprised the remaining 10 percent of the membership listed by this group.

(3) The Eastern Canadian Schools:

(i) The English-speaking schools:

This category of three schools, as shown by Table D-4, listed 58 graduate faculty members. Of this total, 37

TABLE D-4

NATIONAL ORIGIN OF UNDERGRADUATE DEGREES HELD BY THE EASTERN ENGLISH-SPEAKING FACULTY
(Percentages in parentheses)

	Canada	United States	Other	Total
Dalhousie University	5(56)	1(11)	3(33)	9
McGill University	20(65)	3(9)	8(26)	31
Sir George Williams University	12(66)	1(5)	5(29)	18
Total	37(63)	5(9)	16(28)	58

(63 percent) were of Canadian origin, 5 (9 percent) were of American origin, and 16 (28 percent) were of other origin (primarily British). The proportion of Canadian faculty members ranged from 56 percent at Dalhousie to 66 percent at Sir George Williams. American representation, which was generally small, ranged from 5 percent at Sir George Williams to 11 percent at Dalhousie. Similarly, the membership of individuals of other origin ranged from 26 percent at McGill to 33 percent at Dalhousie.

(ii) The French-speaking schools:

As illustrated by Table D-5, a total of 255 business faculty members were listed as being present at the four schools in this category. Of this number, 195 (77 percent) were of Canadian origin, only 11 (4 percent) were of American origin,

TABLE D-5

NATIONAL ORIGIN OF UNDERGRADUATE DEGREES
HELD BY THE EASTERN FRENCH-SPEAKING FACULTY
(Percentages in parentheses)

	Canada	United States	Other	Total
Ecole des Hautes Etudes Commerciales	74(76)	1(1)	22(23)	97
Laval University	65(78)	3(4)	15(18)	83
Universite of Moncton	17(70)	4(17)	3(13)	24
Universite de Sherbrooke	39(76)	3(6)	9(18)	51
Total	195(77)	11(4)	49(19)	255

and 49 (19 percent) were of other origin (primarily French). The proportion of members of Canadian origin ranged from 70 percent at Moncton to 78 percent at Laval. Representation of individuals of American origin ranged from 1 percent at L'Ecole des Hautes Etudes Commerciales to 17 percent at Moncton followed by only 6 percent at Sherbrooke. Faculty membership of individuals of other origin ranged from 13 percent at Moncton to 23 percent at L'Ecole.

APPENDIX E

SOURCE OF DOCTORAL DEGREES OF GRADUATE FACULTY

The topic of this section, although not within the Gordon-Howell and Pierson frameworks, is of direct relevance to the determination of the relative "quality" of various business schools' faculties. The purpose of this section, however, is not to make even a subjective evaluation of the relative quality or merit of the various schools granting doctoral degrees. As such, this presentation is intended only to report where the doctoral degrees of Canadian graduate business school faculty originated.

The origin of doctoral degrees was always indicated following the degree in the calendar faculty listings. The doctoral granting universities are divided into the following categories: Canada, United States, Britain, France (where the majority of doctorates in the French-speaking Canadian Universities originated), Continental Europe (except France), and Non-European (appropriately footnoted). All of the universities except those in Continental Europe are indicated by name.

As Table E-1 indicates, the 18 Canadian graduate business schools listed a total of 301 full-time and part-time faculty members who held doctoral degrees. Table E-1 shows that these degrees were obtained from 6 Canadian Universities, 35 American Universities, 9 British Universities, and a number of universities in Continental Europe and else-

TABLE E-1

SOURCE OF DOCTORAL DEGREES OF CANADIAN GRADUATE BUSINESS SCHOOL FACULTY

	University of Alberta	University of British Columbia	Dalhousie University	Ecole des Hautes Etudes Commerciales
Canada				
Laval University	-	-	-	1
McGill University	-	-	-	-
University of Montreal	-	-	-	-
University of Ottawa	-	-	-	-
University of Toronto	-	-	-	-
University of Western Ontario	-	-	-	-
United States				
University of Alabama	-	-	-	-
American University	-	-	-	-
Boston University	-	-	-	-
University of California[a]	-	8	-	-
University of California (Berkeley)	6	-	-	-
University of California (Los Angeles)	1	2	-	-
Carnegie Institute of Technology	1	-	-	-
University of Chicago	1	1	1	-
Claremont Graduate School	-	-	-	-
Cleveland State University	-	-	-	1
University of Colorado	-	1	-	-

(a) This classification includes those doctoral graduates of the multi-campii University of California for which a campus was not specified. Presumably, they are graduates of the University's Berkeley Campus but sufficient doubt exists to warrant separate categorization in this table.

TABLE E-1 - Continued

	University of Alberta	University of British Columbia	Dalhousie University	Ecole des Hautes Etudes Commerciales
Columbia University	1	-	-	2
Cornell University	6	-	-	-
Harvard University	1	2	-	1
University of Houston	-	-	-	-
University of Illinois	-	1	-	-
University of Indiana	-	1	-	-
University of Iowa	1	-	-	-
Johns Hopkins University	-	-	-	-
Kansas State University	1	-	-	-
Massachusetts Institute of Technology	-	-	-	-
University of Michigan	-	2	-	-
Michigan State University	-	-	-	1
University of Minnesota	1	-	-	-
University of Nebraska	1	-	-	-
New York University	-	-	-	-
University of North Carolina	-	-	-	-
Northwestern University	1	1	-	-
Ohio State University	1	1	-	-
University of Oregon	-	-	-	-
University of Pennsylvania	-	-	-	-
Princeton University	-	-	-	-
Purdue University	-	-	-	1
University of Rochester	-	-	-	-
Rutgers University	-	-	-	-
Stanford University	1	1	-	-
University of Texas	1	-	-	-
Utah State University	1	-	-	-
University of Washington	6	2	-	-
University of Wisconsin	2	1	1	-
Yale University	1	-	-	1

TABLE E-1 - Continued

	University of Alberta	University of British Columbia	Dalhousie University	Ecole des Hautes Etudes Commerciales
Britain				
University of Birmingham	-	-	-	-
University of Lancaster	-	-	-	-
University of Leeds	-	-	-	-
University of London	-	-	1	1
University of Manchester	1	-	-	-
University of Nottingham	-	1	-	-
Oxford University	-	-	-	-
University of Strathclyde	-	-	-	-
University of Sussex	-	1	-	-
Other				
France	-	-	-	21
Continental Europe (except France)	-	1	1	1
Non-European	1[b]	-	-	-
Total Doctoral Degrees	37	27	4	31

(b) This Ph.D. was from the University of Western Australia.

TABLE E-1 - Continued

	Laval University	University of Manitoba	McGill University	McMaster University	Universite de Moncton
Canada					
Laval University	1	-	-	-	1
McGill University	-	-	7	-	-
University of Montreal	-	-	-	1	-
University of Ottawa	-	-	-	-	1
University of Toronto	-	-	1	-	-
University of Western Ontario	-	-	-	-	-
United States					
University of Alabama	-	-	-	-	-
American University	-	-	-	-	-
Boston University	1	-	-	-	-
University of California[a]	-	-	-	-	-
University of California (Berkeley)	-	-	-	-	-
University of California (Los Angeles)	-	1	-	-	-
Carnegie Institute of Technology	-	-	-	-	-
University of Chicago	-	-	-	-	-
Claremont Graduate School	-	-	-	-	-
Cleveland State University	-	-	-	-	-
University of Colorado	-	-	-	-	-

TABLE E-1 - Continued

	Laval University	University of Manitoba	McGill University	McMaster University	Universite de Moncton
Columbia University	2	-	-	-	-
Cornell University	-	-	-	1	1
Harvard University	1	-	1	-	-
University of Houston	-	-	-	-	-
University of Illinois	1	-	-	2	-
University of Indiana	1	-	-	-	1
University of Iowa	-	-	-	-	-
Johns Hopkins University	-	-	-	1	-
Kansas State University	-	-	-	-	-
Massachusetts Institute of Technology	-	-	1	-	-
University of Michigan	-	-	1	3	-
Michigan State University	1	1	-	-	-
University of Minnesota	-	-	1	-	-
University of Nebraska	-	-	-	-	-
New York University	1	-	-	-	-
University of North Carolina	-	-	-	1	-
Northwestern University	-	-	-	-	1
Ohio State University	-	-	-	-	-
University of Oregon	-	-	-	1	-
University of Pennsylvania	-	-	2	-	-
Princeton University	-	-	-	1	-
Purdue University	-	-	-	-	-
University of Rochester	1	-	-	-	-
Rutgers University	-	-	-	-	-
Stanford University	-	1	-	-	-
University of Texas	-	-	-	-	-
Utah State University	-	-	-	-	-
University of Washington	-	-	-	-	-
University of Wisconsin	-	-	1	2	-
Yale University	-	-	-	-	-

TABLE E-1 - Continued

	Laval University	University of Manitoba	McGill University	McMaster University	Universite de Moncton
Britain					
University of Birmingham	-	-	-	-	-
University of Lancaster	-	-	-	-	-
University of Leeds	-	-	-	1	-
University of London	-	-	1	-	-
University of Manchester	-	-	-	-	-
University of Nottingham	-	-	1	-	-
Oxford University	-	-	-	-	-
University of Strathclyde	-	-	-	-	-
University of Sussex	-	-	-	-	-
Other					
France	9	-	1	-	1
Continental Europe (except France)	2	2	-	1	-
Non-European	2[c]	-	-	-	-
Total Doctoral Degrees	23	5	18	15	6

(c) This category contains one Ph.D. from the University of the Congo, and one Ph.D. from the University of New South Wales.

TABLE E-1 - Continued

	Queen's University	University of Saskatchewan (Saskatoon)	Universite de Sherbrooke	Simon Fraser University	Sir George Williams University
Canada					
Laval University	-	-	-	-	-
McGill University	-	-	-	-	1
University of Montreal	-	-	-	-	2
University of Ottawa	-	-	1	-	-
University of Toronto	-	1	-	-	-
University of Western Ontario	-	-	-	-	-
United States					
University of Alabama	-	-	-	-	-
American University	-	-	-	-	-
Boston University	-	-	-	-	-
University of California[a]	-	-	-	2	-
University of California (Berkeley)	1	-	-	-	-
University of California (Los Angeles)	-	-	2	-	-
Carnegie Institute of Technology	-	-	-	-	-
University of Chicago	3	-	-	-	-
Claremont Graduate School	-	-	-	-	-
Cleveland State University	-	-	-	-	-
University of Colorado	-	-	-	-	-

TABLE E-1 - Continued

	Queen's University	University of Saskatchewan (Saskatoon)	Universite de Sherbrooke	Simon Fraser University	Sir George Williams University
Columbia University	-	-	1	-	-
Cornell University	-	-	-	-	1
Harvard University	1	-	-	-	-
University of Houston	-	1	-	-	-
University of Illinois	2	-	1	-	1
University of Indiana	-	-	2	-	-
University of Iowa	-	-	-	-	-
Johns Hopkins University	-	-	-	-	-
Kansas State University	-	-	-	-	-
Massachusetts Institute of Technology	-	-	-	-	-
University of Michigan	4	-	-	-	-
Michigan State University	-	-	-	1	-
University of Minnesota	-	-	-	-	-
University of Nebraska	-	-	-	-	-
New York University	-	-	-	1	2
University of North Carolina	-	-	-	-	-
Northwestern University	-	-	1	-	-
Ohio State University	1	-	-	-	-
University of Oregon	-	1	-	-	-
University of Pennsylvania	-	-	1	-	-
Princeton University	1	-	-	-	-
Purdue University	-	-	-	-	-
University of Rochester	-	-	-	-	-
Rutgers University	-	-	-	-	-
Stanford University	1	-	1	1	-
University of Texas	-	-	-	-	-
Utah State University	-	-	-	-	-
University of Washington	-	2	-	2	1
University of Wisconsin	-	2	-	-	-
Yale University	-	-	-	-	-

TABLE E-1 - Continued

	Queen's University	University of Saskatchewan (Saskatoon)	Universite de Sherbrooke	Simon Fraser University	Sir George Williams University
Britain					
University of Birmingham	1	-	-	-	-
University of Lancaster	-	-	-	-	-
University of Leeds	-	-	-	-	-
University of London	-	1	-	-	-
University of Manchester	-	-	-	-	-
University of Nottingham	-	-	-	-	-
Oxford University	-	1	-	-	-
University of Strathclyde	-	-	-	-	1
University of Sussex	-	-	-	-	-
Other					
France	-	-	2	-	-
Continental Europe (except France)	-	1	-	1	1
Non-European	-	2[d]	-	-	-
Total Doctoral Degrees	15	12	12	8	10

(d) This category contains one Ph.D. from the University of Calcutta, and one Ph.D. from the University of the Punjab.

TABLE E-1 - Continued

	University of Toronto	University of Western Ontario	University of Windsor	York University	Total
Canada					
Laval University	-	-	-	-	3
McGill University	-	-	-	1	9
University of Montreal	-	-	-	-	3
University of Ottawa	-	-	-	-	2
University of Toronto	2	-	1	3	8
University of Western Ontario	-	2	-	-	2
United States					
University of Alabama	-	1	-	-	1
American University	-	-	1	-	1
Boston University	-	-	-	-	1
University of California[a]	-	1	-	-	11
University of California (Berkeley)	-	-	-	2	9
University of California (Los Angeles)	1	1	-	1	9
Carnegie Institute of Technology	-	-	-	-	1
University of Chicago	1	1	-	1	9
Claremont Graduate School	-	-	-	1	1
Cleveland State University	-	-	-	-	1
University of Colorado	1	-	-	2	4

TABLE E-1 - Continued

	University of Toronto	University of Western Ontario	University of Windsor	York University	Total
Columbia University	-	-	-	-	6
Cornell University	-	1	-	1	11
Harvard University	-	12	-	3	22
University of Houston	-	-	-	-	1
University of Illinois	1	1	1	-	11
University of Indiana	1	1	-	1	8
University of Iowa	-	-	-	-	1
Johns Hopkins University	-	-	-	-	1
Kansas State University	-	-	-	-	1
Massachusetts Institute of Technology	1	2	-	1	5
University of Michigan	-	1	2	5	18
Michigan State University	-	-	1	-	5
University of Minnesota	-	-	-	-	2
University of Nebraska	-	-	-	-	1
New York University	-	-	1	-	5
University of North Carolina	1	-	-	-	2
Northwestern University	-	-	-	1	5
Ohio State University	-	-	-	-	3
University of Oregon	-	-	-	-	2
University of Pennsylvania	-	1	-	-	4
Princeton University	1	-	-	-	3
Purdue University	-	-	-	1	2
University of Rochester	-	-	-	-	1
Rutgers University	-	-	-	1	1
Stanford University	-	2	-	1	9
University of Texas	-	-	-	-	1
Utah State University	-	-	-	-	1
University of Washington	-	-	-	-	13
University of Wisconsin	-	-	1	1	11
Yale University	1	-	-	-	3

TABLE E-1 - Continued

	University of Toronto	University of Western Ontario	University of Windsor	York University	Total
Britain					
University of Birmingham	-	-	-	-	1
University of Lancaster	1	-	-	-	1
University of Leeds	-	-	-	-	1
University of London	1	-	-	-	5
University of Manchester	1	-	-	-	2
University of Nottingham	-	-	-	-	2
Oxford University	-	-	-	-	1
University of Strathclyde	-	-	-	-	1
University of Sussex	-	-	-	-	1
Other					
France	-	-	-	-	34
Continental Europe (except France)	-	1	-	1	13
Non European	-	-	-	-	5
Total Doctoral Degrees	14	28	8	28	301

Source: Examination of current Calendars and other available literature published by the Canadian Universities listed above.

where. Due to the "scattered" origin of a large number of doctorates listed, and their resulting insignificance relative to the total number, only those schools that have contributed 1 percent or more of the total Canadian graduate business school doctoral holders will be considered in the following discussion[1].

(1) Canadian Universities: Six Canadian Universities contributed a total of 27 doctorates to the total Canadian graduate business school faculty. Three holders of the doctorate originated from Laval University and were resident at L'Ecole des Hautes Etudes Commerciales, Laval, and Moncton respectively during the 1970-1971 academic year. McGill University contributed 9 doctorates, 7 of whom were found to be still resident at McGill[2]. The other 2 were listed at Laval and Sir George Williams respectively. Of 3 doctoral graduates of the Universite de Montreal, 1 was found at McMaster and 2 at Sir George Williams.

Two doctoral graduates of the University of Ottawa were listed with 1 being at Moncton and the other at Sherbrooke. The 8 doctoral graduates from the University

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[1]In order to receive consideration, a university will have had to contribute three or more individuals holding the doctorate to Canadian business schools. The only exceptions to this arbitrarily set rule will be where the doctoral degrees originated at a Canadian university.

[2]The Faculty of Business at McGill University has not offered a doctoral program. As a result, the 7 McGill business faculty members are doctoral graduates of a McGill department other than the business school.

of Toronto were fairly widespread. Table E-1 indicates that 3 were at York, 2 were at Toronto, and that McGill, Saskatchewan, and Windsor each had 1 Toronto graduate. The University of Western Ontario's 2 doctoral graduates were still resident at Western Ontario.

(2) American Universities: The 35 American Universities listed in Table E-1 contributed a total of 206 doctorates to the total graduate business school faculty in Canada. The campii of the University of California contributed a total of 29 doctoral holders[3]. Of this number, 11 were listed simply as being from the University of California (likely Berkeley), 9 were from the Berkeley Campus, and 9 were from the Los Angeles Campus. Of those members for whom the campus was unspecified, 8 were resident at British Columbia, 2 were at Simon Fraser, and 1 was at Western Ontario. Of the 9 definite graduates of the Berkeley Campus, 6 were at Alberta, 1 was at Queen's, and 2 were at York. Finally, 1 Los Angeles Campus graduate was at Alberta, 2 were at British Columbia, 1 was at Manitoba, 2 were at Sherbrooke, and 1 was at each of Toronto, Western Ontario, and York.

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[3]It will be noted that the nine campii University of California has three listings in Table E-1. One listing stated simply as "University of California" indicates that the actual campus where the degrees were obtained was not specified. Although it likely represents the Berkeley Campus, a sufficient degree of doubt existed to warrant separate classification.

A total of 9 doctoral graduates of the University of Chicago were resident in Canadian business schools. One was found at each of Alberta, British Columbia, Dalhousie, Toronto, Western Ontario, and York; and 3 were resident at Queen's. The University of Colorado was represented by 4 doctoral graduates in the total Canadian business school faculty. One was at British Columbia, 1 was at Toronto, and 2 were at York. Similarly, 6 individuals who had received their doctorates at Columbia University were found in Canadian business schools. Alberta and Sherbrooke each had 1 of them, and L'Ecole des Hautes Etudes Commerciales and Laval each had 2 of them.

With 11 doctoral graduates resident, Cornell University was well represented in Canada. The majority of this number, 6 graduates, were at Alberta. The remaining 5 individuals of the group were found at McMaster, Moncton, Sir George Williams, Western Ontario, and York respectively. Similarly with 11 graduates, the University of Illinois was as equally well represented in Canada. British Columbia, Laval, Sherbrooke, Sir George Williams, Toronto, Western Ontario, and Windsor each had an Illinois doctoral graduate; whereas McMaster and Queen's each had 2 such members.

Harvard University, with 22 doctoral graduates in Canada, was the most represented single university in the Canadian business school community. One Harvard doctoral holder was at each of Alberta, L'Ecole, Laval, McGill, and Queen's; 2 were at British Columbia, 3 were at York, and a

total of 12 were resident at Western Ontario. The latter represented almost 25 percent of Western Ontario's total faculty.

The University of Indiana contributed 8 doctoral graduates to Canadian graduate business education. One graduate was at each of British Columbia, Laval, Moncton, Toronto, Western Ontario, and York and an additional 2 graduates were at Sherbrooke. Five doctoral graduates of the Massachusetts Institute of Technology were present in Canadian graduate business schools. One was at each of McGill, Toronto, and York; whereas 2 were at Western Ontario.

With 18 doctoral graduates resident, the University of Michigan was highly represented in Canada. McGill and Western Ontario each had 1 graduate, British Columbia and Windsor each had 2 graduates, McMaster had 3 graduates, Queen's had 4 graduates, and York had 5 Michigan graduates. Five doctoral graduates of Michigan State University were also to be found in Canadian business schools. They were at L'Ecole, Laval, Manitoba, Simon Fraser, and Windsor respectively.

New York University was also represented in Canada by 5 doctoral graduates. Laval, Simon Fraser, and Windsor each had 1 while Sir George Williams had 2 of the graduates. Similarly, 5 doctoral graduates of Northwestern University were included in the total composition of the Canadian graduate business school faculty. One was at each of Alberta, British Columbia, Moncton, Sherbrooke, and York.

Only 3 doctoral graduates represented Ohio State University in Canadian university business education. They were resident at Alberta, British Columbia, and Queen's. The Wharton School at the University of Pennsylvania had only slightly better representation with 4 doctoral graduates in Canadian business schools. Sherbrooke and Western Ontario each had 1; whereas McGill had 2 Wharton graduates on faculty. Doctoral graduates of Princeton University numbered only 3 on Canadian graduate business school faculties. They were found at McGill, Queen's, and Toronto respectively.

A total of 9 doctoral graduates of Stanford University were members of Canadian graduate business faculties. One was at each of Alberta, British Columbia, Manitoba, Queen's, Sherbrooke, Simon Fraser, and York; whereas, 2 were at Western Ontario. Yale University was represented by only 3 doctoral graduates in Canadian business schools. They were resident at Alberta, L'Ecole, and Toronto respectively.

The Universities of Washington and Wisconsin, with 12 and 11 doctoral graduates resident respectively, both enjoyed a sizeable representation on Canadian graduate business faculties. Of 12 University of Washington doctoral graduates resident, 1 was at Sir George Williams, 2 were at each of British Columbia, Saskatchewan, and Simon Fraser, and a total of 6 were concentrated at Alberta. Of 11 University of Wisconsin graduates resident, 1 was at each of British Columbia, Dalhousie, McGill, Windsor and York; whereas, 2 were at each of Alberta, McMaster, and Saskatchewan.

(3) British Universities: As Table E-1 indicates, 15 doctoral graduates of nine British Universities were listed as being Canadian graduate business school faculty members. Only one university, the University of London, was represented by a sizeable number, however. These 5 doctoral graduates were resident at Dalhousie, L'Ecole, McGill, Saskatchewan, and Toronto respectively.

(4) Other Universities: A number of French universities contributed a total of 34 doctoral graduates to Canadian university business education[4]. As was to be expected, and with only one exception, they were resident at the French-speaking schools. The greatest concentrations of them were found at the two largest schools, L'Ecole des Hautes Etudes Commerciales and Laval, with 21 and 9 French doctoral graduates respectively. The remainder held faculty membership at Sherbrooke with 2, Moncton with 1, and McGill with 1. The latter proved to be the only exception from the French-speaking school residency.

Various universities throughout Continental Europe provided an additional 13 doctoral graduates to Canadian business schools[5]. One European doctoral graduate was found

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[4]A majority of these graduates were of Canadian origin. Until the recent establishment of a doctoral program in business administration at Laval University, it was necessary for French-speaking Canadians to pursue doctoral studies in France if they wished to do so in their native language.

[5]The dominant members of the Continental European universities category were the Universities of Berlin, Milan, and Vienna.

at each of British Columbia, Dalhousie, L'Ecole, McMaster, Saskatchewan, Simon Fraser, Sir George Williams, Western Ontario, and York; whereas, Laval and Manitoba's faculties each had 2 European doctorates. A total of 6 non-European doctoral graduates were also included in Canadian graduate business faculty listings. Alberta had 1 from the University of Western Australia. Laval had 1 from the University of the Congo and 1 from the University of New South Wales. Similarly, Saskatchewan listed 1 from the University of Calcutta, and 1 from the University of the Punjab.

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